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TIMES PAST — THE TIMES

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Staying true to the limited liberalism of Robbins

The Leverhulme programme of study into the future of higher education has chosen the right subjects for its seminars – even if the seminars do not produce the right (or any?) answers. The first seminar was on the labour market, which however intractable a subject it may be in intellectual and detailed policy terms, is probably the only available source of an "anti-Robbins principle" for the 1980s that will satisfy the politicians (and the voters?).

Indeed there must be more than a suspicion that, like it or not, some crude crypto-principle along these lines is already in operation. Mr Carlisle in a recent television interview attempted to justify the university cuts by suggesting that there was no point educating students who would not find jobs at the end of their courses – a self-serving point of view based on flimsy semi-truths and depressing illiberalism perhaps, but nevertheless a revealing remark. Even Labour's onslaught on the university cuts seemed to rely on the same arid utilitarianism. Mr Kinnock concentrated his criticism on the UGC's (apparent) discrimination against the technological universities the superior "usefulness" of which he clearly regarded as beyond question.

The second Leverhulme seminar two weeks ago examined the twisted issues of demand and access. Again it would be hard to find a more topical issue, with higher education apparently transfixed and paralysed by the awful prospect of a slump in the number of qualified school leavers as the demographic slump of the later 1980s approaches.

The third seminar, which will be held at the end of the summer, will be about institutional and system-wide reform. Into that particular policy pot can be stirred the DES's plan for a national body for polytechnics and colleges, the future of the binary policy, the UGC's selectivity strategy, and many more issues that have provoked strong and polarized views. So in the course of its first summer the Leverhulme programme will have correctly concentrated on the three most lively and relevant items on higher education's policy agenda.

However, it is much easier to identify such issues than to illuminate them. As with the first seminar on the labour market, the demand and access seminar provided valuable statements of the present state of information and offered equally valuable indications of the present state of opinion. But this seminar too perhaps failed to clarify the policy choices that arose from this information and these opinions and the costs and consequences of such choices. This was not the fault of those who participated in the seminar. The confusion they displayed simply reflects the much wider ambivalence towards the widening of access that is now endemic in higher education.

This ambivalance takes two forms. The first is really technical and arises from the confusion caused by the apparent conflict between macro-predictions (which are for substantial decline) and micro-experiences (which are of still buoyant demand for places). Of course part of the explanation of this conflict is the pattern of demography: the number of 18-year-olds will peak next year at almost 950,000 and then fall away to just over 600,000 in the early 1990s. So perhaps this contrast between present and future is to be expected. But this is not a complete explanation. After all, according to the macro-world of DES statistics there has already been a decline in demand, in advance of demographic decline, at least as measured by the age participation rate. But this does not correspond with the actual experience of the micro-world of departments and institutions which still report considerable demand from young people for places.

So even at this apparently technical level two difficulties are encountered. First, there is unease about the adequacy of the statistical instruments on which policy makers rely, and more than a suspicion that the age partnership rate is an unacceptably crude measure of what is an extremely complex social phenomenon that is by no means a uniform one. Secondly, higher education is going to have to prepare for a period of changing, if not declining, demand during a period in which it will be experiencing all the pressures of "growth", although sadly in the negative form of not having enough money to accept students who are conventionally and adequately qualified.

The second form which higher education's present ambivalence takes is much wider and perhaps more ideological. To put it perhaps too simply, more and more people seem to be closet converts to the idea that "more means worse". They argue with varying degrees of openness that the present character of higher education may be undermined by too rapid or too extensive an absorption of non-traditional students.

This cautious and defensive conservatism may have little in common with the aggressive and ideological justification of higher education for a social elite which the "more means worse" zealots of the 1960s displayed. But the substance of this argument has changed much less than its style. Indeed it can be argued that the actual behaviour of higher education over the last 20 years – the stubborn defence of staff: student ratios that by international standards are generous (and expensive), the expansion of specialized honours degrees rather than the proliferation of more general courses desired by Lord Robbins, the parallel practices of the CNAA and in the polytechnics – confirms that the commitment to a basically elite form of higher education in Britain runs very deep. The explicit philosophy of the UGC's strategy for contraction, that the preservation of staff:student ratios is more important than the expansion (or maintenance) of opportunity and by extension that the intrinsic culture of the university is more worth protecting than its extrinsic qualities and values, has nowhere been condemned or even questioned in all the torrent of criticism that has descended on the committee's head over the past two weeks.

Of course it is unfair to be too harsh. Part of higher education's commitment to elite forms can be explained by the entirely worthy idea that new and less conventional students should not be offered second best. Certainly the striving in the polytechnics after quasi-university standards falls into this category. But even when all the pleas in mitigation have been entered, it is difficult not to feel that higher education is in a conservative and defensive mood and that its faith in its capacity to absorb new types of students with less obviously academic or professional ambitions is much less in 1980 than it was in 1960, although the need to do so is likely to be much greater.

So perhaps the greatest danger is that the issue of access will increasingly be seen in black-and-white scaremongering terms. The temptation is to see the choice as one between our present system with its semi-elite attributes vigorously defended (possibly at the cost of a fall in student numbers), and some vast disorganized and politicized system of mass post-school education.

That is not the effective choice for policy makers who should not be frightened away from genuine reform by such terrible simplicities. Of course one day we will have to face up to whether we want to have a mass higher education system in Britain, but because of the cuts in public spending, the pattern of demography, and the comparatively lowly stage of development of our system that day is likely to be delayed until at least the 1990s. The task for the 1980s is really much simpler: it is whether higher education can remain true to the limited liberalism of the Robbins report, which is what the "Robbins principle" is all about rather than being a mechanical formula.

It is important to be clear about what we are. After all, the decisive break between higher education (really the universities) and the formation of a ruling elite was made during the Robbins expansion and the elaboration of a binary system over the last 20 years. The decisive break between the practice of higher education and the need for potential students to display both intelligence and intellectual commitment will not come until, say, 25 per cent or more of the age group enrolled.

The position today may be that many students in higher education, although perfectly intelligent and well educated, do not have the single-minded determination of earlier members of the ruling class (not always displayed in the past in particularly academic forms in any case). Yet anyone even remotely aware of the present condition of secondary education will know that those who go on to university or polytechnic are still a tiny minority. To imagine that this tiny minority cannot be made bigger without accepting students who are sub-standard academically displays ignorance as well as prejudice. Many secondary schools could send on many more of their pupils to higher education without significant loss of quality. It is simply untrue to imagine that British higher education is hovering on the brink of becoming a mass system on the American model with credits for "life experience" allowed and remedial classes for freshmen.

What should be at the top of the policy agenda is not some rambling and shapeless debate about the virtues of "quality" higher education and the vices of a mass system (or the other way round) but a limited shopping list of austerely practical reforms that will maintain the Robbins momentum, protect higher education from the pain of declining student numbers, and provide a modest improvement in access for young and not-so-young people. Among these might be:

- more general sixth-form examinations in a broader range of subjects;
- more one-year pre-entry courses to help those without formal qualifications;
- more schemes linking universities and colleges with selected secondary schools, particularly those without experience of higher education entry;
- a decent system of educational maintenance awards for 16 to 19-year-olds;
- more flexible study patterns for women and those at work (e.g. shortened days for women with school-age children);
- more two-year courses, especially DipHEs (but with one A level entry).

Not an earth-shattering list in principle perhaps, but one that could make a lot of difference in practice.

Laurie Taylor

DEGREE DAY 1981

"Pray silence for the Chancellor."
(The deputy bursar lifts the ceremonial mace from stage left and carries it solemnly to the ceremonial table in front of the lectern)
"The Chancellor."
(The Chancellor rises from his place in the centre of the platform party and moves in a slow shuffle to the lectern)
"Vice chancellor, new graduates, honorary graduates, ladies and gentlemen."
(Slow sweeping look around the auditorium)
"I'm certain that you've had quite enough talking for one morning."
(Slight ripple of amusement over the platform party uncertainly taken up by the audience)
"And you will hardly, therefore relish another speech from an old timer – or in the modern parlance, senior citizen – like myself."
(More restrained amusement)
"So I'm going to be very brief."
(Surveys audience again and puts elaborate hitch to ceremonial garments)
"A very old friend of mine came up to me the other day. Some hadn't seen for quite a while. It was one who had just heard of my elevation to your chancellorship."
(Long pause)
"'Tell me,' said my friend, 'what on earth is the point of so many of our brightest young people spending three years of their lives at a university when at the end of it nearly one third of them will be unable to find any sort of work whatsoever?'"
(Some vigorous head-scratching among members of social science faculty)
"'What on earth is the point?' I repeated. 'Is it because the vast experiences which one is expected to in a university will stand one in good stead in the monotonous and underpaid years which lie ahead?'"
(Signs of platform approval from Professor of Creative English)
"'Or is it,' he insisted, 'because a university is a training ground in tolerance and self-control and these are the very qualities which will be needed by those who are about to be cast on the scrap heap of life?'"
(Both hands placed on the ceremonial lectern)
"'Or is it,' demanded my persistent friend, 'or is it because a university is a model of community which prepares the student for his involvement in such primary groups as the Claimants' Union?'"
(The university orchestra begins to take up instruments in readiness for performance of degree-day hymn. With gowns a-flying)
"So tell me,' and his voice became quite strident, 'exactly what is the point of it all?'".
(Platform party begins to put on bags and ceremonial gowns regretfully)
"Well, I turned to my friend slowly. Looked him in the eye, laying one hand gently on his shoulder, I said: 'Do you know something, good friend of mine?'"
(Porters move to positions by doors)
"I HAVEN'T THE FAINTEST IDEA."
(Chancellor shuffles back to Platform party rises. Audience rises. Orchestra plays. The ceremony concludes)

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Universities pick up the pieces after UGC cuts

by Ngaio Crequer and Olga Wojtas

Universities were this week counting the cost in human and financial terms of the cuts in their grants and rallying support from MPs and industrialists for a huge opposition campaign in the autumn.

At an emergency senate meeting, Lancaster University made an unprecedented decision to close its first year course for October 1981 in Russian and Soviet Studies.

Six students had been conditionally offered places. Those who meet the required grades will be offered places on another language-based course, with Russian as a minor component, or the university will try to find places for them elsewhere.

Edinburgh University is to ask its bankers for a £3m overdraft, having ended the financial year with a £700,000 deficit. It will begin the new financial year with total reserves of only £1m although its annual turnover is more than £55m. It has already frozen 300 vacancies.

The Committee of Vice Chancellors and Principals said this week it would attempt to negotiate a national compulsory redundancy scheme with the Association of University Teachers but it thought this would be difficult.

The committee has been legally advised that compensation for tenured lecturers in a national scheme would be substantially less than a person might be able to claim in the courts.

Lord Flowers, rector of Imperial College and a CVCP vice chairman said: "Most universities will have to declare some redundancies this coming session. All those suffering a 17 per cent cut or more (the average) will be forced to declare redundancies within a year."

The cost of redundancy would be £400m over three years, far greater than the savings which would accrue. But the CVCP has made no headway with the Government in recent talks.

Imperial College has frozen all new appointments at least until October. Liverpool University, which faces a cut of £5m by 1983-4 has also stopped appointments. It estimates it will have to reduce its workforce by 300.

Exeter and Nottingham universities expect to have to lose about 70 posts each. Salford University, one of the worst hit, will have to lose up to 525.

Aberdeen could be the worst hit of all Scottish universities in terms of redundancies with 150 jobs lost. More than 100 posts could be axed at Stirling and St. Andrews seems certain to have 48 redundancies, losing 16 academic staff a year for the next three years.

Bristol, facing a cut of £10m over three years, will have to lose 145 academic staff in all areas including science, engineering and medicine, many through enforced redundancy.

Lecturers have been told that they can save their jobs if they covenant 10 per cent of their salary to the university for up to four years. Professor R.G. Chambers, the senior pro vice chancellor says in a letter to staff: "We could all accept a temporary 10 per cent cut in salary to help us through the next few impossible years. This would give us time to slim down in a more humane way than by the imposition of massive redundancies."

The university, as a charity, could claim back the tax paid. He hoped his idea would be discussed at the next senate.

Before the cuts were announced Strathclyde staff were warned they might have to accept a wage freeze to meet the savings.

Hull estimates that a minimum 110 academics and 100 non-academic staff would have to be made redundant. A university delegation met MPs this week and pressed home the effect of the cuts, particularly how they would affect the Humberside region, which already has a higher than average rate of unemployment.

The first effects of the cuts will be seen in the clearing house scheme, which comes into operation in September. Normally about 10 per cent of all applicants, approximately 9,000 students, would find places but this year some 4,000 may be turned away.

The AUT is to lobby Parliament in November.

Dr John Parkes with the synthesized speech module which was sent to Mrs Thatcher.

CAMPUS launched

Salford University will have to be reconstructed, guided by the manufacturing industries and commerce, its vice chancellor designate said this week.

Dr John Ashworth, the Government's chief scientist launched a campaign, CAMPUS, supported by 200 industrial companies, to promote the university in the face of a 44 per cent cut in income inflicted by the University Grants Committee.

Dr Ashworth, who takes over as vice chancellor in September, said that because of his present post he was in some embarrassment. His task would be to reconstruct the university. "I will be looking for CAMPUS to say what is useful in its eyes and what is less than vital. I will ask it to join with me in changing the future shape of the university."

He said he had not seen in the UGC letter the guidance or help that he would need. "In any case, I am damned if I see why I should take much notice of the views of those who seem to have such little knowledge of what a technological university like Salford is about or who seem to me to have such a perverse perception of national needs and priorities."

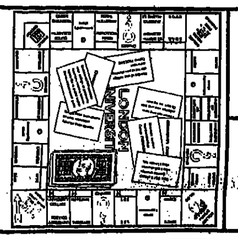
Although CAMPUS would not be a fund-raising body, 200 companies had paid for advertisements in three newspapers which asked, "Why is a university which performs so well, being treated so badly?"

Sir Robert Telford, managing director of GEC-Marconi Electronics, said it must be wrong for the UGC "to take a decision which could mean closure of whole departments in an institution whose contribution to industry and commerce is second to none.."

The Government was not bound to take the UGC advice and could, if it wished, instruct it to operate according to different, more practical and more industrially relevant criteria in future.

At the launch a package was presented to the Secretary to the Cabinet, for Mrs Thatcher, which contained a synthesised speech module, a breakthrough in high technology, developed at Salford.

London's future: A 3-page special report, 8-10



Tim Champion on the prehistorian V. Gordon Childe, 13

Jonathan Culler on semiotics and literature, 11

No honours for CNAA XI

Two polytechnics turned the tables on the Council for National Academic Awards last week and inflicted a humiliating defeat on the CNAA's officers at a special meeting of the Sub-Committee for Institutional Visits, Recreational Resources (Cricket).

Away from the drama of Headingley, the public sector's annual test match was played out at the Polytechnic of North London's sports ground at Stanmore. A combination of PNL and Leicester Polytechnic eventually triumphed in spite of a late attempt by the CNAA to stave off defeat by altering the rules.

The match was threatened by torrential rain, but an initial pitch inspection resulted in interim approval, subject to conditions, and a subsequent quin-minutal review visit led to the polytechnics being invited to open their innings while the CNAA waited for late arrivals.

A Botham-like 67 by Leicester's Faculty Officer (Business) left the CNAA needing to score six runs per over. But even ample padding rumoured to be discarded copies of *Partnership in Validation* could not keep out the polytechnics' pace attack and the CNAA fell almost 90 runs short of their target.

PNL and Leicester 149 for 8 in 35 overs (P. Cox 67; R. Bennett 4 – 46). CNAA 61 – 8 in 25 overs.

Forecasters 'must compete'

by Paul Flather

Britain's leading economic forecasting groups will have to compete more vigorously "like fish in a rock pool" every four years for their share of the £500,000 a year allocated to macro-economic research by the Social Science Research Council.

The SSRC council last week approved a report which calls for the setting up a special consortium to bring in more private funding for computer forecasting of the British economy, and more severe comparative testing of the results of forecasting groups.

continued on page 3

Overseas students hold up

by John O'Leary

Numbers of overseas students have not fallen as dramatically as the Government expected and ministers do not consider that they have sufficient evidence to warrant a review of their full-cost fees policy, MPs were told this week.

In the first general statement of the Government's view since firm estimates were produced for the 1981 student intake, Mr William Dodd, chief education adviser to the Overseas Development Administration conceded that the policy had thrown up anomalies which should be corrected. But further monitoring would be needed before fundamental changes were considered.

Mr Dodd told the overseas development sub-committee of the Foreign Affairs Select Committee that officials from up to seven Government departments were meeting regularly to assess the impact of higher fees for overseas students. The meetings, held on an informal basis, were called by the ODA, which now had a minister (Mr Nicholas Ridley) in charge of overseas student matters.

"On the whole it would be true to say that the effects of the increases have been rather less than we had expected," Mr Dodd said, citing a decline of about 11 per cent in foreign students funded from the aid programme, compared to an anticipated drop of 20 per cent.

Overall recruitment figures updated by the ODA have also proved better than expected, although overseas student aid agencies are sceptical about the unforeseen improvement in returns for colleges and polytechnics since initial surveys were carried out.

Mr Dodd told the sub-committee that although more time was needed to amass complete statistical information on which to base any review of fees policy, various departments had already introduced new measures to ameliorate the consequences of the increases. "The position is not frozen," he said. "It has not been rigid even in the last year.

One area where changes had been debated within the ODA concerned the Government's fee support scheme, for which the second annual report was published this week. The scheme, which offers assistance to outstanding foreign applicants for postgraduate places, was criticized by the United Kingdom Council for Overseas Student Affairs at the same meeting for failing to give priority to students from developing nations and not meeting its targets.

Although it was established as a response to the introduction of full-cost fees, its sole criteria are academic merit and research potential. It gives successful applicants the difference between the home student fee and that for overseas recruits.

Mr Dodd admitted that even some ministers had been "uncomfortable"" about responsibility for the scheme resting with the ODA since it did not operate on developmental criteria.

For the second year in succession, students from the United States have taken by far the largest number of places awarded under the scheme: more than double that offered to any other nation's students. A total of 622 applicants have been offered scholarships, compared with 561 last year. Then, some 200 students refused offers, many because the awards still did not enable them to afford to study in Britain.

SSRC agrees committee reform

by Charlotte Barry

The Social Science Research Council has agreed in principle to go ahead with controversial plans to reform its subject committee structure.

It decided last week to set up a new framework of committees based on broad topics to replace the existing 15 individual subject committees.

The decision followed a lengthy debate at which feelings ran high. A strong minority, consisting mostly of academics, was eventually outvoted by those in favour of radical reform led by SSRC chairman Mr Michael Posner.

A detailed set of proposals for restructuring the system will be presented to the council at its October meeting. They will be based on the so-called radical option put forward in the original consultative paper which recommended the setting up of six committees each covering a broad area of study.

The new multi-disciplinary system is expected to be put into operation next summer.

A letter sent out this week to all members of the 15 subject committees and 30 subject panels states that the council believes the changes will make the SSRC a more effective instrument for helping the social sciences. They will also make it a more potent instrument to help social sciences help society, it says.

The letter says that any change in the pattern of research supported will be gradual as the new committees develop a more balanced programme. At the same time the ability of the SSRC to encourage multi-disciplinary work will increase.

The letter attempts to allay the vociferous opposition to the changes expressed by a number of senior academics and subject committee chairman by stating that the council has no wish to become the instrument of Government. Problem solving is not the only approach to scientific work of significance and quality, it says.

Adult courses come out on TOPS

by Patricia Santinelli

The number of adults trained in computer skills under the Training Opportunities Programme of the Manpower Services Commission doubled during 1980, in spite of a big reduction in the overall intake.

The MSC's annual report for 1980/81 shows the intake on all TOPS courses – more than half of which are run by colleges of further education – dropped from 73,000 in 1979 to 66,000 in 1980. But 4,000 adults were trained in computing as opposed to 2,000 the previous year.

However, the report indicates that the number of women trained in this field remained broadly the same as last year in spite of special programmes designed to increase available opportunities. The proportion remained 20 per cent on higher level management technology courses and 25 per cent on computer skills courses.

Priority was also given to TOPS training at technician level, particularly in the field of electronics and micro-electronics. By April 1981 there were some 30 courses in electronics being supported to Technician Education Council Certificate and Higher Certificate standards, with a throughput of 300 trainees.

But during this period the commission also continued its severe reduction of clerical and commercial training which will fall from 25,917 trainee completions in 1979/80 to 14,300 in 1981/82 and is likely to go on falling.

The report also shows that the placement rate of trainees, which until 1979 had been steadily rising, fell rapidly as employment prospects in manufacturing industry declined. However, trainees from college-based courses continued to be placed more easily and in some cases placing results rose marginally.

Cameras will begin rolling at the Open University's campus in Milton Keynes this autumn when the BBC/OU Productions unit completes its move from Alexandra Palace in London, its home for the last ten years. The move to the new £8m production centre started earlier this month and the first programme will be made there after its official opening in late September.

Historians under the affluence of incohol

As the full impact of the university cuts is felt, it is scarcely surprising to hear that some academics are finding comfort in strong drink, particularly those involved in such an esoteric subject as medieval and renaissance history.

However, it turns out that far from acting as an anaesthetic, the Antiquary Five Scotch Whisky, is allowing medieval and renaissance history at Edinburgh University to extend its sphere of influence.

J and W Hardie Ltd, makers the Antiquary are to sponsor a five-year visiting scholars' programme, which will bring 12 British and European medievalists to Edinburgh each year to present papers to the annual Denys Hay seminar in medieval and renaissance history.

"We've not got anything to do with micro-chippery," marvelled one staff member. "It's virtually unparalleled in Britain to have commercial sponsorship on this scale for what's often considered a rather peripheral section of study.

"Perhaps more people on the liberal arts side will be encouraged to look for money outside."

Reprieve for architecture school

The threatened Cheltenham School of Architecture has been reprieved by the Department of Education and Science.

Staff at the school have been pleasantly surprised by a decision to approve a radically revamped course which will save the institution from closure. Starting in September 1982, the new course will be the first in the country based on a four-year, four-term structure and aimed solely at mature students.

The old course ran into trouble two years ago when student intake numbers dropped far below the level set by the DES. At first the course seemed doomed, but then staff and students co-operated to produce the new package for mature students only. Initial DES reactions to the proposals were cool, and the Department's statement last week that the course could proceed took many by surprise.

Mr Graham Powell, head of architecture, said the news was "quite fantastic". Gloucestershire College of Art and Technology's principal, Mr Derek Williams said he was delighted. "We've now got a chance to prove our claims that there is a demand for a course like this."

The four-year, four-term, module means that the normal seven-year course can be significantly telescoped, and the range of new specialist options available, such as energy conservation and housing rehabilitation work – are reckoned to be very timely.

Interest in the new course has already been strong. Mr Powell said he had a "fat file" of prospective students and that there would be no problems attracting the 24 students a year demanded by the DES.

Initially the DES has given the course approval for a two-year trial period. A spokesman for the staff on the course said they welcomed the DES's approval. "We're obviously delighted that the course is to go ahead," he said. We now hope that the local education authority will honour its commitment to provide the additional resources that will be required."

Lecturers step up campaign against APT

College lecturers this week met Government ministers and officials to renew pressure for their campaign to prevent recognition of the Association of Polytechnic Teachers on the pay and bargaining committee.

Leaders of the National Association of Teachers in Further and High Education spent more than an hour telling Mr Mark Carlisle, the Secretary of State for Education, and Dr Rhodes Boyson, higher education under-secretary, that an extra seat would only disrupt collective bargaining.

Mr Peter Dawson, Natfhe general secretary, also told the ministers that the union would like an opportunity to comment formally on the official membership figures of the APT before a final decision was taken.

The APT confirmed this week that its total membership to the end of 1980 was 3,232. The trades union certification officer has been officially notified of this figure. Natfhe claims a membership of 73,000.

Natfhe leaders were also at pains to point out that unlike the APT they have not recruited any members from the administrative services, and that adding an extra seat to the Burnham FE panel would reverse the general trend towards rationalizing the bargaining structure.

They handed in a petition with 10,000 signatures. There is no indication yet of when Mr Carlisle, who has heard many deputations on the matter, will make an announcement. Natfhe has already warned it will walk out if the APT is given a seat.

Engineering supply 'must not be cut'

by Ngaio Crequer

The University Grants Committee should have given greater protection to areas crucial to the economy when it cut university grants, engineering professors said this week.

The Engineering Professors Conference said in a statement that this would be essential if there were any further cuts.

"We welcome the new *dirigisme* shown by the UGC in beginning to shift resources towards subjects of direct importance for productive industry," they said. "We, however, have reservations as to the ability of individual universities to follow the UGC's guidance while having to face potential redundancies in many other departments."

The UGC recommends a small increase in total student numbers in engineering and technology, with increases in 15 universities, and reductions at two, Aston and Salford.

The professors say that although higher education cannot expect to be exempted from the cuts, "we believe that the scale of the cuts, and the very short time in which they have to be implemented, is likely to impair educational programmes in just those new technological areas on which recovery from the present recession must depend."

The professors support those universities which have been badly cut by the UGC. "Several of these whose whole existence is now threatened, have pioneered much in engineering education. Their engineering graduates form an important component of the supply of manpower to UK industry."

They are critical of the fact that the UGC, to close the gap between resources for engineering and physical science students, has decided substantially to increase numbers of the latter. "We believe that the present balance between physical science and engineering is about right and that it will be a mistake to provide additional places for physical science at a time when the 18-year-old cohort is starting to fall."

The UGC is commended for recognizing the need for lengthening engineering courses, and for providing pump-priming funds for post-experience course.

But the professors warn: "All evidence available indicates that for most industrial sectors supply of engineering graduates is only just matching demand and this at a time when industry is battered down by the recession.

News in brief

Train campaign

A Jobs Express will take 500 unemployed young people around Britain for a week in November, culminating in a rally and lobby of MPs in London to highlight the hardships facing them. The journey will signal the start of a long-term TUC campaign unveiled this week and backed by the National Union of Students and other campus trade unions, to force the Government to give young people "real jobs, real training, and real education." Entertainment, sport and rock stars are to be invited to join the campaign, with a youth festival planned for next spring.

Course mixture

Twice as many girls as boys are choosing to continue in full time further education, but on a limited range of courses, according to a sample survey of 10 per cent of 16-year-olds in Bradford.

The survey carried out by Bradford Council's Standing Academic Planning Board for Further and Higher Education shows that girls concentrated on secretarial, business, clerical catering and pre-nursing courses, while the boys were on a variety of courses ranging from one to to four years. Out of all the young people in permanent jobs, only 22 girls as opposed to 53 boys obtained release, and 42 girls as opposed to 22 boys had no training at all.

Engineering bonus

Salford University has established a new scholarship scheme named after its previous vice chancellor, Professor John Horlock, to attract more women into engineering degree courses. The Horlock Scholarship will be worth £500 per year and must four women admitted to engineering courses at Salford this year will be funded by the university's development fund from money donated by industry.

Studying time

A halfway house for ex-prisoners who want to continue their studies after release was opened this week by Mr Mark Carlisle, Secretary of State for Education. The North Londo Education Project will cater for ex-offenders mainly from Pentonville and Holloway prisons, and initially provide 15 residential and 15 non-residential places. A further 10 residential places and a day centre are planned for next year. The pioneering scheme is being organized by the National Association for the Care & Resettlement of Offenders.

Kermode steps down

Professor Frank Kermode, King Edward VII professor of English literature at Cambridge University, an expert on questions of literary interpretation, is to leave his chair at the end of September 1982.

He became a central figure in the celebrated MacCabe affair at Cambridge, even accusing the English faculty of being "in a state of disarray" during a public debate over plans to continue his work at Cambridge.

Irish talks

Leaders of the National Union of Students were due to discuss prisoners' reform with the Minister of State for Northern Ireland, Mr Michael Jopson, this week. The talks stem from the NUS conference decision last year to back special category status for political prisoners last December. NUS believes that more humane conditions for all prisoners could defuse the situation.

For your information

Sheffield University has changed the name of its postgraduate school of librarianship to the Department of Information Studies. The change of name reflects a new direction which the school and the designation of information sciences as a primary area for the university in the medium and long term.

Training courses face the axe

by Patricia Santinelli

University teacher training courses which escaped the 1977 rationalization are to be cut back for next year. Recommendations were made this week by the Government's Advisory Committee for the Supply and Education of Teachers for a 25 per cent cut in postgraduate output for 1983.

This short-term emergency exercise should apply equally across the binary divide, and will affect universities which have 50 per cent of postgraduate certificate of education courses. It will be carried out by the Department of Education and Science the University Grants Committee.

ACSET has made its recommendations on the grounds that projected demand for new teachers in the next few years is to be well below planned output. On some projections vacancies are estimated to be as low as 5,000 rising only to 10,000 in the late 1980s. However, if there is a major change in the wastage rate linked to an economic upturn this could rise to 10,000 by 1983.

The committee does not however recommend that entries to all courses should be reduced by the same proportion. It indicates that admission to primary courses should be restricted because of expected low demand in 1983; this would affect the public sector which carries a larger proportion of such courses.

It stresses that provision in mathematics, physics, chemistry and craft design and technology should be protected but that recruitment to certain subjects – possibly history and English – which risk substantial over production should be limited, but not in such a way as to prejudice long term provision.

In the long term the committee recommends that planned output should be reduced by 10 per cent from 17,000 to 15,500 yielding annually some 13,500 new teachers, although it will make no specific proposals for implementation until the autumn, ACSET says it would not be wise to reduce all intake and output targets equally. It advocates that the planned pattern of teacher training should be selectively reshaped in accordance with certain criteria.

In effect it has adopted a middle course which would protect secondary priority subjects but allow expansion of primary provision particularly for the under fives and of in-service training as well as the need to transfer resources from one part of the system to another.

Tunnel vision for Mr Edwards

Mr Owen Dudley Edwards, author of a new book on the body snatchers Burke and Hare contemplates the tunnel along which Burke's body was brought before it was publicly dissected in the university's anatomy lecture theatre.

The tunnel, which emerges in the anatomy corner of Old College, was specially opened to allow Mr Edwards, reader in history at Edinburgh University, to inspect it. Several bodies were brought along it for dissection at the university – some, like Burke, executed murderers, some the victims of resurrectionists.

Burke and Hare themselves did not use the tunnel – they had been warned by a student that the university's anatomy professor was less than inspiring, and therefore took their trade to the prominent anatomist Dr Knox, who practised in Surgeon's Square.

The tunnel later provided inspiration for graduates Robert Louis Stevenson and Sir Arthur Conan Doyle, who featured it in *The Body Snatcher* and *The New Catacomb*.

MPs to study Scottish problems

by Olga Wojtas
Scottish Correspondent

An all-party committee of MPs is likely to be established in the autumn to examine the plight of the Scottish universities.

Scottish Nationalist MP Mr Gordon Wilson has offered to establish it following a meeting which he instigated this week between an all-party group of Scottish MPs and the eight Scottish university principals.

Dr John Burnett, principal of Edinburgh University and chairman of the Scottish Principals' group told the 30 MPs that there would be a reduction of more than 3,000 student places in Scottish universities over the next three years, while the fall in the birth rate was some two years after that in England and Wales.

However, the MPs were told that all conditional and firm offers of places at Scottish universities next session would be honoured.

The cuts, Dr Burnett urged, should be extended over six to seven years, which would allow for imore natural wastage. It was obvious that redundancies could not be avoided. These would be extremely expensive and could not be financed by the universities' existing resources.

Aberdeen's principal, Sir Fraser Noble, told MPs that the SGC had not appreciated Aberdeen's isolated position, being the sole university for a region of great growth.

Mr Gordon Wilson has said he hopes MPs will not simply argue for more time for the universities, but press for the retention of the Scottish principle of open access for all qualified students.

Funds fight

contd from front page

The decision marks the culmination of a long effort by Mr Michael Posner, an expert on economic demand management, to clarify the way the council allocates what amounts to seven per cent of its total research budget.

In the report, Mr Posner, "indulging himself", describes the leading modelling groups as a handful of fish living in a rock pool. For four years food is guaranteed in return for work. At the end a stern but fair group of marine biologists – the consortium – will consider which should go on receiving food, and how much.

The report, based on the work of a special 12-member sub-committee set up in April 1980, will be of great significance to the big four forecasting groups, the London Business School, the National Institute of Economics and Social Research, the Cambridge Growth Model team and the Cambridge Economic Policy Group, who all draw heavily on SSRC funds. The key decisions are:

- the setting up of a new consortium committee to manage the allocation of funds.
- the setting up of a new small-scale centre for comparative evaluation of the work of the groups as a focus for outsiders;
- all leading modelling groups should be obliged to offer increased access to *bona fide* academics to play the models;
- funds should be allocated primarily on the basis of academic excellence.

SSRC officers will now meet to decide the membership and structure of the new consortium field for a first meeting probably in late autumn.

Employers take a critical look at their own record

Employers of graduates agonised over their shortcomings at their annual conference in Exeter this week, conceding that the figures they cut as interviewers during the annual "milk round" are often less favourable than they would like to think.

Their concern was undimmed by the prediction that more than 10 per cent of this year's graduates would still be unemployed at the start of 1982. Although the figure is unprecedented, the Standing Conference expected it to be repeated over the next two years.

Mr Martin Higham, of Rowntree-Mackintosh, said that some employers were wasting expensive and extensive public relations efforts by using poor interviewers. This was confirmed by the results of a study in which more than 40 per cent of students had complained of poor interviewing and over half had made unfavourable comments about interviewers. Too often these reflected discourtesy, incompetence and sheer lunacy.

Castigating interviewers who sought to play the role of God, he said they also were in turn being checked by candidates, and applicants would withdraw if they did not care for the attitude displayed. In a call for more training for interviewers, he said there were too many taking short cuts. "Selection takes time and training and cannot be hurried. It means mastering the art of asking questions."

Fund delay worries councils

Local authorities are becoming increasingly concerned about delays in finalising details of a new system of funding polytechnics and colleges currently being discussed by a special Government committee.

Members of the committee, chaired by Mr Stephen Jones of the Department of Education and Science, were meeting again this week for what promised to be another marathon effort to iron out the remaining difficulties.

The Council of Local Education Authorities had hoped details would have been ready for discussion at their annual conference last week. The details must be ready by early autumn to have any chance of being introduced in 1982-83.

Local authorities are now anxiously awaiting details so that they can circulate members for their comments to be aired at a series of regional conferences probably in early September.

Half of the final draft has been approved but the committee is still considering three key issues: should polytechnics and colleges be funded under the same unit-cost system; what scheme would best mitigate the problems of high-cost institutions; and should some notion of student targets be adopted in the public sector?

The committee is now almost certain to accept that on current data it is not feasible to adopt one standard system.

Universities study part-time fee rules

by Charlotte Barry

Universities were this week trying to sort out the confusion arising from the University Grants Committee's new rules on part-time fees.

Bradford, Brunel, Hull and Salford are among institutions which were seeking urgent clarification of the new regulations which assume that part-time fees will be raised to half the full-time rate.

Fees charged by the universities, which vary enormously, would have to go up to £360 for an undergraduate course and £660 for a postgraduate course. If the instructions were carried out, some universities would have to raise their charges by as much as 400 per cent.

This year postgraduate part-time rates varied from £142 at Birkbeck College, London, to £700 at Imperial College, London. Most universities were charging between £250 and £300. The fee scare has come just as universities are setting next year's part-time rates.

A spokesman for Brunel University, which has 900 part-time postgraduates, said they were seeking clarification from the UGC as the instruction seemed ambiguous.

Brunel has already fixed next year's fee at £200, with a proviso that it may be raised before the start of the academic year. Birmingham, which charged part-time postgraduates £217 this year, has yet to decide next year's fee level. Bradford, which is also seeking interpretation of the UGC instruction, has provisionally fixed undergraduate and postgraduate fees at £115 and £254 respectively.

Glasgow, which at 1315 has the largest number of part-time students outside London, has already fixed fees at £180 and £264/£290 respectively. Hull will be charging £115 and £175 respectively, and at Aston the postgraduate fee for its 500 part-time students has already been widely advertised at £460.

Birkbeck governors said this week it was inequitable to link the fees paid by part-time students out of their own taxed income to the notional full time fees covered by county and state awards.

It decided to raise its fees from £97 to £160 for first degrees, and from a range of £123 to £142 for postgraduates to £250 a year for 1981-2. Continuing student fees will be increased by 23 per cent.

But a spokesman refused to comment on a paper drawn up by Lord Annan, vice-chancellor of London University, for court, which said Birkbeck must charge half the fees of full-time students.

The Birkbeck decision must mean it will end up in considerable deficit. "We have a clear idea of what the deficit will be but I am not prepared to pass it on to you," the spokesman said. "Obviously this is a major change in fees policy which we have to accommodate."

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Cambridge inquiry unlikely

by Paul Flather

It looks increasingly likely that Cambridge University will not order any formal inquiry into the state of its English faculty which was rocked by dissent earlier this year.

The university's general board of faculties will make a decision in October, but in the current climate of cuts members are expected to decide an inquiry would serve no useful purpose.

The faculty was thrown into disarray following a decision not to confirm Dr Colin MacCabe, an expert on structuralism, as a full-time lecturer. It was heavily criticised, even by leading English professors including Professor Frank Kermode, for the way it handled its affairs.

Sir Peter Swinnerton-Dyer, vice chancellor or Cambridge, said this week that while it was unclear how the university should proceed following the rows, there seemed little to be gained by pursuing the matter. He said: "The real headache of course is that there are either too few staff or too many students in the faculty. But there is very little we can do about that now." He suggested that too many miscellaneous complaints and too much talking had complicated the matter.

He denied that there had been any delay in resolving Dr MacCabe's grievances over the way the appointments committee reviewed his case. The case was expected to be on the agenda of the general board meeting this week, but has now been postponed.

"I would have hoped to have sorted out the matter by now. One of the problems is that Dr MacCabe keeps sending us letters with supplementary information", said Sir Peter.

He said he wished Dr MacCabe well in his new post as professor of English at Strathclyde University. "He is a very good teacher. The committee was divided over his research but they acted with a great deal of sincerity in deciding his case."

He said the affair had been neither useful nor counter-productive. "Clearly it was blown up out of all proportion. But at least in the end it has helped Dr MacCabe's career. Good luck to him."

PGCE courses run out of places

by Patricia Santinelli

Most postgraduate certificate of education courses, even in shortage subjects, are fully subscribed. New applicants are being told that only a handful of places remain at a small number of institutions.

Applications to the PGCE which are up some 20 per cent on last year for the same period – 18,094 as compared to 15,000 – are now only open for Secondary, Middle School or junior/secondary courses. There are no vacancies for general, middle and junior/secondary courses.

The breakdown of existing vacancies produced by the Graduate Teacher Training Registry shows that only 16 institutions have still places to offer, roughly divided equally between universities, polytechnics and colleges. Physics is top of the list with five institutions still offering places.

At Reading, Newcastle, Swansea, Sheffield and Aberystwyth Universities there are still places in music, physics, religious education, Russian and Welsh. Brighton, Liverpool, City of Birmingham, Leicester and Trent Polytechnics have still got vacancies for chemistry, home economics, mathematics, physics and religious education. While Goldsmiths, Hertfordshire, St Mary's and Keswick Hall colleges remain open for craft design and technology, mathematics, music and religious education.

However, the Graduate Registry warns that even these vacancies will disappear fast and that many institutions are only keeping places for the "high" grade candidates. It points out too that those institutions with no vacancies at the moment are unlikely to reopen their lists later as they will already be overstocked against withdrawals. It believes that many candidates would be well advised now to apply for Autumn 1982 and to do this early.

Lack of vacancies on PGCE courses may however result in a bonus for the lower recruiting BEd by encouraging more students towards these courses, especially in view of the proposed Government cuts in PGCE intakes for the next two years. Applications to the BEd were marginally down on last year for the same period from 10,610 to 10,529, not including those institutions which recruit through the Universities Central Council for Admissions.

New graduates talk to Liberal MP Mr Cyril Smith after a degree ceremony last week at the University of Lancaster. Mr Smith is a deputy pro-chancellor of the university.

Space Invaders v. Space Creators

by Paul Flather

The thirteenth Communist University of London which closed last week, proved a stern test for the critical Marxist relationship between theory and *praxis*. For eight days CULers dusted down textbook theories and tried to apply them to what they saw as street politics.

Typical of the crunch tactics adopted by some participants was a contribution from a young black, no more than 16, who told a session on racism headed by playwright David Edgar: "All the bloody Left talk about is Marx, Lenin and Trotsky. They never get practical."

Unaware, he was speaking at the very moment that renewed rioting was occurring in Brixton.

In all the organizers claimed 1,500 had attended the 60 courses, special day and night events. But some sessions claimed single figure attendance. Others, like one on sexism in the music industry, stumbled in to silence, rescued only by a patient tape recorder; nearly all those present were men.

Gone was the usual great crush of paper sellers at the entrance of the University of London student union; gone too were the more academic CULers. Everywhere undergraduates were taking notes, some just sheltering from the rain, some even sleeping in corners.

It made for straightforward debates which pleased the organizers, although words like hegemonise, managerialism, authoritarianism, even Machiavellianism, still cropped up. A notable absence were the Trotskists. Someone unkindly suggested they were busy writing papers on the riots.

With fewer "political interjections" the sessions prospered. Geoffrey Weeks, a leading writer on gay politics, headed one of the best, outlining Foucault's philosophy, and underlining the CUL theme song. He even looked like the bald French man who styles himself as professor of systems of thought.

For Foucault theory is like a box of tools. The intellectual's job is not to offer perspectives, but to lay bare the relationships of power, "a sort of topological and geopolitical survey of the battleground," Weeks said.

Above all history should not be treated like archaeology, with documents transformed into solid monuments. Foucault's *General History* dealt with "series, segments, levels and possible relationships", all traces which created the aura of history.

Feminist courses, some for women only, were clearly the best attended. One session, "Women in China", crystallized the great dilemma of Communism." They want the material goods but not the relationships that go with their production."

Chinese women today were le idealized as good, moral, and asc all acquisitive; but they were also objects of a sustained campaign consumerism. It was a difficult le "society on the very edge", the se sion was told.

The liveliest exchanges – the best of the Space Invaders versus th Space Creators – came during a debate on economic strategies, wh saw Sue Slipman, ex-student lea enter a den of lions to justify to mutiny and desertion from the par to the claret twilight of the SDP.

Her thesis carefully prepared re the politics of elimination: Thatch ism led to despair, the TUC pack stage armies, Labour's broad chu was ossified and rigid, the far Left just ushered in the ext right. The SDP with electo form, created space in the demo tic middle.

A final note from Don Sasson London University lecturer, spea on Labour's Turning Point – the ginning of a new majority ??? (a three question marks) reminded h audience how 10 years ago no o talked about a crisis.

Now everyone talked of the crisis of the family, of political parties, social values, of the economy, of industry, of legitimization without growth, he said. That at least is a time of CULers who spotted it bac in 1968.

Call for extra £5.1m on sandwich grants

by Ngaio Crequer

Universities running sandwich courses have told a Government inquiry that grants must be raised from £9 million to £8 million if industrial placement schemes are to be protected from the recession.

Representatives from the Association for Sandwich Education and Training, the Committee of Vice-Chancellors and Principals and the Association of University Teachers gave evidence to the inquiry into sandwich courses last week.

They agreed that Government training grants, distributed through the Manpower Service Commission's industrial training boards, set at £2.9 million in 1976, had to be increased as a matter of urgency.

They also wanted more flexible access to the grants, which often take up to a year to be distributed, from the time of application.

The inquiry, headed by Mr Stephen Jones, assistant secretary at the Department of Education and Science, will meet employers next week and a final report is expected in November.

A survey carried out by Brunel University's sandwich course research unit showed that due to the recession there was a marked loss of placements from organizations which had previously taken sandwich students, and extreme difficulty in finding new placements.

Some organizations, according to the survey, took on students as temporary employees, ignoring their training obligations. Overseas students were extremely difficult to place, often impossible, sometimes because employment was not available on security grounds, and because firms could not claim grants for overseas students.

Australian grant for London centre

by Geoff Maslen and Ngaio Crequer

The Australian Government is to provide an annual grant of £80,000 to meet the running costs of a Centre for Australian Studies to be established within the University of London.

Professor W. H. Morris-Jones, the director of the Institute of Commonwealth Studies at London University had been asked by the Australian Government to help plan the new centre, which will become part of the Institute.

The initiative is part of a plan to promote Australian studies in British universities, a subject area currently sparsely covered. In the first instance it is hoped that the development will encourage London to start an undergraduate course in Australian studies.

The grant will cover academic salaries, travel costs and other staff expenses. The centre will be headed by an Australian academic, who will be appointed in the autumn.

The Sir Robert Menzies memorial trust will also make funds available for capital costs, such as converting or building conference and seminar rooms, some for joint use for the centre and institute.

The centre will operate very much like the institute, promoting advanced study, holding conferences and seminars, providing reference library facilities and producing publications.

But unlike the institute, which restricts its study to the social sciences and recent history, the centre is likely to promote work in literature and the arts, and some of the sciences. Its direction will depend very much on the interests of the first head. He or she is likely to be joined by one other academic.

The centre will enable British scholars to go to Australia to carry out their own research, and Australian scholars to visit Britain both to teach and to do research.

The Australian Government is also to provide a "grant of £25,000 to Pennsylvania State University towards the establishment costs of a Centre for Australian Studies there.

Grants council asks for London costs

by Ngaio Crequer

The University Grants Committee has asked London University for a detailed breakdown of the costs involved in establishing a new £15m building site near Queen Mary College.

Last week the university Senate approved on academic grounds the Queen Mary site building (known as the BLQ scheme) in preference to an £1.8m extension of St. Bartholomew's present pre-clinical school at Charterhouse Square.

But the option, which has been vigorously attacked by some MPs in the Commons, may not now find the full UGC backing which was expected.

The Barts plan, which came from a report by a working party chaired by Professor L. C. Gower, formerly vice chancellor of Southampton University, and which was costed at £15m, was seen to be a "better buy".

The university is now awaiting final approval for the new site, but it is understood that the UGC regards the total cost as substantially less than that considered necessary by several university working parties.

For example, the UGC costing includes as a separate item provision for the Queen Mary library. It also takes into account the reduced provision for medical places spelt out in the recent letters to vice chancellors about cutbacks in the system.

In particular, it would want to ensure that as a result of the cuts, spare science capacity was taken up.

Earlier costing also took into account use by overseas students, the numbers of which are likely to fall because of new fees policies. So it is likely that the UGC provision will fall far short of the funds needed to provide the new development. The senate decision will also have to be discussed by the university Court on July 22, when other factors will also be discussed.

● The University of London Senate has agreed to extend by one year the term of the principal, Mr Hamish Stewart, up to August 1983.

Labour council restores county's adult programme

by Charlotte Barry

The adult education service in Nottinghamshire is being restored by the new Labour council which captured control in the May elections.

The service, which was virtually destroyed by Conservative cuts 18 months ago, is to receive £650,000 this year towards its rebuilding and a further £560,000 in 1982/83.

This will mean the total restoration of a wide range of non-vocational classes across the county in colleges, schools, community centres and village halls. In 1979 the 86 per cent cut spared only about 20 classes out of 600 in each area where in some provision was axed altogether.

Fees are to be reduced to 37 pence an hour and tuition charges for basic education classes are to be withdrawn. The equivalent of up to 200 full-time organizational and administrative posts, including lecturers, are to be restored.

In addition the responsible body providing adult education, the Nottinghamshire University department of adult education and the Workers' Educational Association, are to have their grants restores. Both suffered cuts in their local authority grants of up to a half in 1979.

Dr Kenneth Lawson, vice chairman of the Save Adult Education Campaign and a member of the Nottingham University department, said this week that they were delighted.

In Humberside the new Labour controlled council has agreed to spend an additional £60,000 this year on adult education. There, the service was temporarily suspended between October 1979 and the following May in an attempt by the former to make savings.

Councils fear part-time problem

Local authorities are apprehensive about the complex administrative task facing them if they concede a right to part-timers working in more than one college to become associate lecturers from September.

If they fail to make an offer the one question remaining from last year's part-timers' agreement will be handed over to an independent mediator to sort out.

Early responses to a survey of employers by their officials indicate that administrative difficulties of having staff effectively working for two employers outweigh objections on grounds of cost.

The demand is that all part-timers working in more than one college should have the right to associate lecturer status if they work more than 13 hours a week.

Four professors in biotech company

by John O'Leary

Senior academics from four universities are among the directors of the first privately owned British company formed to exploit the growing world market in biotechnology.

The company, Cambridge Laboratories for Energy and Resources Ltd, expects to provide new research work for universities and will also act as consultants marketing inventions for them. It will sponsor four research students in its first year of operation.

Mr David Ball, whose group of companies will provide the commercial expertise, said this week: "We will be bringing world problems to the universities and thereby providing work for them. As well as acting for the universities when something gets to the stage that it needs commercial marketing, we will feed back problems to them."

The academics who have accepted scientific directorships are Professor David Hughes and Dr David Stafford, of University College, Cardiff, Professor Kenneth Timmis, of Geneva University, and Professor Mirja Salkinoja-Salonen, of Helsinki University. All are involved in practical industrial microbiology and hold patents for advanced treatment systems.

They will retain their academic posts and act as part-time advisors to CLEAR. Mr Ball said that close links with current research work in universities were essential to the success of the new venture.

The University Colleges at Cardiff and Galway will provide the main academic bases for the company's initial activities. Both have departments which are in the vanguard of research in biotechnology.

Cardiff and Cambridge will share the four research studentships which CLEAR is sponsoring next year under the Science and Engineering Research Council's Case scheme.

The new company will concentrate its activities in effluent treatment, waste recycling and energy production from waste streams. Its scientists and engineers will supervise project design and operate their own research and development laboratory at Cambridge. There will be an initial staff of 20, rising to 50 in 1982.

Principal customers are expected to be found in the waste disposal, agriculture, brewing, distilling, dairy products, energy, pharmaceuticals, wood and paper industries.

Legislation on training plan essential

by Patricia Santinelli

The Government's new training initiative will fail unless it is firmly underpinned by legislation applying to both the education and training sectors, the Further Education Unit of the Department of Education and Science said this week.

In its response to the Manpower Services Commission's recent document the FEU says legislation is vital if all three major objectives – the new apprenticeship system, vocational preparation for all young people and better training opportunities for adults – are to succeed.

"Legislation should seek to remove the many anomalies that at present exist in the funding of training and education," the unit says. "It should also seek to create a framework allowing proper negotiation and consultation to take place in the formulation of the policies necessary to achieve the fulfilment of the initiative."

The FEU believes all three objectives require immediate action but if that priorities must be allocated then the highest one should be the development of a coherent provision of vocational preparation.

It says that although the FEU board is in favour of expanding and improving both the Youth Opportunities Programme and the Universal Vocational Preparation scheme – which will form the basis of vocational preparation for all young people as outlined in the initiative – it doubts whether enough good quality training places can be made available to support the massive expansion of work experience envisaged.

It is concerned, therefore, that college based vocational preparation courses for 16-18-year-olds appear to have been excluded from the initiative, although they provide a cheaper alternative, easier to monitor and more appropriately related to conventional skill training.

"High quality, college based vocational preparation schemes would be more readily provided by the education system if they were regarded as a permanent and valued feature of any new training system," the unit says, "Indeed the construction of a good quality broad based foundation of vocational preparation widely available from colleges and firms might offer a more permanent base for negotiation and future prosperity than one based predominantly on unemployment."

The FEU stresses that for effective action on the development of a comprehensive scheme,

'Short-term motives' attacked

by David Jobbins

By the year 2000 Britain will deserve a higher education suitable for a nation of shopkeepers, Professor Gareth Williams of Lancaster University said last week.

Speaking at the United Kingdom Council for Overseas Student Affairs annual conference, he attacked ministers for cutting back on university spending with no object other than short-term financial advantage, and forcing up fees for overseas students.

"I am doubtful whether in all honesty we can continue to recommend overseas students to come to Britain to study," he said. "How could potential customers be persuaded when the price was rising for what would be 'an inferior product'?"

Higher education was being decimated. "By the year 2000 we shall deserve a higher education system for a nation of shopkeepers. Can we honestly maintain our academic integrity while persuading overseas students to subscribe to that?"

Ministers understood nothing but the "simplest logic" of monetarist economics. "Can we really say our children and our children's children will know a better world if higher education enters another long period of contraction?"

He argued there was pressing need for far-reaching changes in the system but complained: "Present Government policies are going to do nothing to stimulate change except of the most regressive type, as the recent University Grants Committee exercise has shown."

Peter Kelly, a graduate from the engineering product design course at South Bank Polytechnic, holds a model of a motor scooter, part of his final year project. The work of the first generation of graduates from the course was on show to industrialists last week.

Poly directors attacked on national body plan

by Charlotte Barry

Polytechnic directors were accused last week of using Government plans for a national body for colleges and polytechnics to further their own bid for university status.

The attack came during a debate on the future of advanced further education at the Council of Local Education Authorities conference in Southampton last week. The conference agreed unanimously to support CLEA's proposals for a national body with overall local control.

Mr John Mernagh, chairman of Kirklees education committee said that the Government plans would be disastrous. "All this business has been orchestrated by directors of polytechnics who were looking at the greener pastures of the University Grants Committee with grandiose schemes to become miniature universities," he said.

Mr Mernagh, who is also chairman of the Huddersfield Polytechnic board of governors, told the conference that local authorities must remain fully involved with the polytechnics if they were to fulfil their intended role and retain links with local industry.

Mrs Angela Rumbold, vice chairman of Kingston-upon-Thames education committee, said that it would not be possible for a body like the UGC made up of the "good and the great" to manage institutions like colleges and polytechnics.

"How can somebody sitting in an ivory tower truly know what is happening in Huddersfield or Kingston?" she asked.

Councillor Philip Briers, chairman of St Helen's education committee, said that any proposals to set up the equivalent of a UGC for the polytechnics left many of them trembling after seeing the impact of recent cuts on the universities of Salford, Bradford and Aston.

Carlisle enrages CLEA

Local education authority leaders reacted furiously to a suggestion from Education Secretary Mr Mark Carlisle that more young people should be encouraged to stay on at school and colleges without more resources being made available.

At the end of Mr Carlisle's speech to the CLEA conference they told him that because of high unemployment there was no problem in persuading young people to stay in education. The problem was providing for them without any extra resources.

Sir Ashley Bramall, former leader of the Inner London Education Authority, commented: "How are we to attempt to get more people into our colleges when they are bursting at the seams and then there's not further education building programmes this year?"

The conference heard how in Lancashire 1,000 young people wanted to stay on in education, but the authority was unable to find the money to provide for them.

Mr Peter Hawton, chairman of Sheffield education committee said: "It's no good telling us that more can stay on in schools and colleges this September if we are being told by your colleague to cut out other millions."

Mr Carlisle, who spent the entire question time fielding hostile reactions to his speech, defended accusations that the Government had no interest in the unemployed. "Of course we are aware of the problems," he said.

Principals speak out on cuts

by Olga Wojtas
Scottish Correspondent

Graduation ceremonies have provided a platform for Scottish university principals to publicly express their views of the University Grants Committee cuts.

The principal of Glasgow University, Dr Alwyn Williams, said there was grave anxiety over the punitive control imposed on future student intake.

Glasgow and Strathclyde stood apart from all other British universities in providing a strongly regional service, he said, with three quarters of the students coming from within 30 miles of Glasgow, and two thirds living at home.

"My colleagues and I do not take kindly to the idea that future recruitment of local applicants into engineering, arts or science may have to be as restricted as it presently is for law and medicine," said Dr Williams.

"The university could be faced with "the nonsense whereby a local school leaver is denied a place in Glasgow or Strathclyde and has to go elsewhere to study – at greater cost to the state – in order to conform to economies planned in London."

Edinburgh University's principal, Dr John Burnett, has claimed that the Government lacks a policy for science and technology as well as an education policy. Edinburgh had been recommended to increase its numbers in physical and mathematical sciences.

General UGC advice was that biological science was to be supported with some increase in engineering and technology numbers.

Edinburgh would seek to maintain or exceed its record of more than £8m. Support for research this year from external grants and contracts.

Heriot-Watt's chancellor, Lord Thomson of Monifieth said in a graduation address that the university's graduates were trained to create wealth, to add to the sum total of national resources, not consume them.

Yet the treatment of the technological universities, particularly those in conurbations where two universities pursued distinctly different roles, had been shameful.

"It is the smaller, efficient and industry orientated universities like Heriot-Watt who have taken the brunt – and who feel penalised for doing what successive governments have asked of them," he said.

Principal Graham Hills of Strathclyde University has also criticised the UGC's treatment of technological universities.

In the university bulletin, he writes: "All but on or two of the old CATS have been dealt body blows, probably fatal blows since denied their income and any obvious means of shedding their obligations they will have the hardest struggle to survive.

"The establishment has thereby paid off an old score and the erstwhile dilution of privilege has been momentarily reversed."

Liberals and SDs in union reform discussions

by Paul Flather

Social Democrat students have begun formal talks with Liberal students aimed at drawing up a common programme which could herald far-reaching reforms in the structure and work of the National Union of Students.

At the first meeting Social Democrat Students and the Union of Liberal Students agreed to produce joint leaflets to recruit new members from first-year students attending freshers' fairs in the autumn.

The two bodies also united to condemn the "wishy washy and vague" agreement signed by their respective parent parties. They are calling for a clearer statement of the two parties' policy on key issues such as defence, nuclear power and economic strategy.

Both bodies remain committed to the Left Alliance coalition of Liberal, Communist, independents and some Labour Party students, which commands the largest representation on the NUS executive.

But Liberal students, with more than 1,000 members want to use the new alliance to increase support for their own programme to democratize NUS, ideally by cross-campus ballots for all delegates sent to national conference.

Ms Jane Merritt, chairman-elect of the ULS, said: "We are hoping to unite the two parties behind a common and radical programme. We want the NUS to become more representative, and to focus even more on student needs." Liberals also want the NUS to prune some costs.

SDP students held a conference in Warwick last month attended by 100 representatives to elect a national steering committee. The party, which already claims groups in 50 colleges and universities, wants students to take a wider perspective of education.

They want students to focus on primary, secondary, and further education, as well as higher education needs, and to play a much greater role in community affairs.

Mr John Munford, chairman of the steering committee, and president of London School of Economics student union, said: "We want to involve new groups of students in our party and get right away from small elite bands. We also want them more active in their communities."

SDP student societies already hold sabbatical posts at four universities, Liverpool, Brunel and Warwick, as well as LSE. They are urging their members to play a full part in devising the SDP's national education policy. A full conference will be held in the late autumn.

The formation of the alliance is being masterminded through the Student Campaign for Realignment, to which both leading Liberal and SDP members belong.

If it succeeds, as seems likely, it should strengthen the hand of the Left Alliance at the expense of the National Organisation of Labour Students, which is arguing for the NUS to increase subscriptions to run a full range of campaigns on home and foreign issues.

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North American news

'Professor of the Year' name

from Clive Cookson

WASHINGTON

America's first "Professor of the Year" was presented here last week. Mary Clark, professor of biology at San Diego State University, was given her award on "National Support Higher Education Day" – the start of the year-long "Mindpower Campaign" on behalf of the country's colleges and universities.

All of those public relations gambits flow from the Council for Advancement and support of Education, a rapidly expanding organization that makes friends and money for academe. With a membership of 1,750 colleges and universities (plus 300 independent secondary schools) CASE has grown into the largest higher education association in Washington; it is now set to expand overseas, into regions such as Europe, where academic fund-raising and PR are a century behind the United States.

CASE carries out its mission in two ways. Firstly, it helps member institutions improve their own performance in such fields as alumni relations, public information, publications, lobbying (referred to as "Government relations" by its practitioners), and fund-raising (for which the term "development" is often preferred).

According to CASE President James Fisher, the council sponsors a workshop or conference on one of those topics, somewhere in the United States or abroad, every week of the year.

The second function is to run public relations campaigns for higher education as a whole. The Mindpower Campaign – theme: "America's energy is mindpower" – is the most ambitious yet. Its symbol is "CASEY Kilowatt" a giant lightbulb in the shape of a human head, whose electric filament is coiled inside like a brain.

During Mindpower Week (October 3-11 1981) colleges and universities will bombard the United States with publicity, through local newspapers, radio and television, and CASE will buy advertising space in national magazines like *Time* and *Newsweek*. There will also be some steak behind the sizzle; institutions are being urged to lay on special seminars and academic functions to back up the "America's energy is mindpower" theme.

So the "Professor of the Year" competition is just one flurry in the storm of activity which Dr Fisher has aroused during his three years as CASE president. (He left the presidency of Towson State University, Maryland, to succeed Alice Beeman, who ran case for the first four years after it was formed in 1974 out of the American Alumni Council and the American College Public Relations Association; while she concentrated on consolidating the new organization and healing the wounds opened up by the merger, Dr Fisher has gone for growth.)

The award is the first to recognize all-round excellence in a faculty member. Colleges and universities were invited to nominate one professor each for the competition, based on the assessments of colleagues and present and former students. A panel chaired by Ernest Boyer, president of the Carnegie Foundation for the advancement of teaching, judged the 119 finalists, paying particular attention to their impact on old students.

The winner, Mary Clark, "maintains, more than any single person I know, the proper balance between teaching, research and service, the ideals of our professions", said University of Michigan biologist Byron Doneen, who studied with her at San Diego State University. Another warm recommendation came across the Atlantic from Brian Follett, chairman of the zoology department at the University of Bristol, who described "her love of teaching, her compassion and care for the students, and her vibrant character." Dr Clark, who is 54 and divorced, spent 11 years in England during the 1950s and 1960s with her former husband. She worked as a research fellow at the universities of British Newcastle and did some undergraduate teaching. Her voice has retained a few English tones; "I use an English accent in the classroom when I want to project authority," she says.

The judges singled out Dr Clark for two specific achievements, in addition to her general performance as a teacher and researcher. She wrote an excellent textbook, *Temporary Biology*, which has had an important influence on undergraduate biology teaching over the past decade; and she developed a much-praised interdisciplinary course, *Guidelines for the Future*, which brings in 15 other faculty members from different academic disciplines to discuss ethical dilemmas for modern society.

Dr Clark has thought and written a lot about the future, and the contributions science and technology will make to it. Last week she gave a lecture, entitled "Looking for Values in Science" at the Smithsonian Institute in Washington, in which she analyzed the prospects for mankind in the light of certain biological laws – such as "overspecialized species become extinct when circumstances change". Dr Clark argued persuasively that we are becoming technologically overspecialized.

It may not be long before Dr Clark has Professor of the Year congratulations and mindpower weeks. CASE has always had a handful of members outside North America. So Dr Fisher is preparing for a concerted effort to increase the international membership.

CASE has already begun to hold meetings in Latin America and, according to Dr Fisher, has received a lot of interest from universities there. Its main European campaign will kick off in the autumn with a CASE representatives visiting West Germany and Switzerland. The heads of 2,200 European institutions have been invited to a grand CASE conference in Switzerland in October.

Yale president gives history lesson

By Freda M. Hechinger

"When people don't know their history, they make terrible mistakes," said A. Bartlett Giamatti, president of Yale University. The history he was talking about was that of the government's role in supporting higher education. The mistakes he warned against were the threatened cutbacks in Federal aid to students. He called such a policy "a great danger" to America's future.

He vowed that, whatever may happen in Washington, "Yale will not give up the principle of admission to college without regard to financial status." He said that recent action in Congress had not allayed his apprehensions. A needs test is fine, he commented, "but the ceilings for loans are too low. The message still is that education isn't of great importance."

Mr Giamatti made these observations at the end of his third year at the helm of Yale, in an interview on the state of education, the role of university presidents, the responsibility of trustees and the shift of financial support from government to private dollars.

While optimistically low-key on other issues, the former professor of English literature spoke with passion about the threat of reduced student aid. He chided the present conservative leadership for spreading the "myth" that the government in the past has not been involved in supporting education. Pointing to a tradition that reaches back to the seventeenth century, he recalled that Harvard and other Colonial colleges were founded with public funds, that the Northwest Ordinance, the Land Grant Act of 1862, the G.I. Bill of Rights and many other legislative measures have established traditions of Governmental responsibility.

"To pull back from the support of access to higher education is a real shift from that long tradition," he said. "I would have thought that true conservatives would cling to that tradition."

He called aid to students a "basic investment in people and the future, and in the physical and moral health of the country."

While Yale will survive such reversals in national policy, Mr Giamatti warned that new limits on access to higher education "would be a tremendous long-term change – more a philosophical than merely a dollar change." It would be a signal from Washington that "the notion that education is fundamental" is now in question.

Asked why university presidents today rarely act as spokesmen on national issues in the manner of Harvard's Charles Eliot and James B. Conant, Columbia's Nicholas Murray Butler, Princeton's Woodrow Wilson, Notre Dame's Theodore Hesburgh or Yale's Kingman Brewster, Mr Giamatti cited changes in the way universities are governed. Shorter presidential terms, he said, mean that continuity no longer relies on personalities but has shifted back to the faculty. He urged the trustees, "those absentee landlords," to concentrate more on what is continuous and permanent.

"As president," he said, "you have to immerse yourself in the stream – without being inundated.

"The president's key function," Mr Giamatti insisted, "is not external relations. It must be the other way around. Everything should come from the core and move outward."

If university presidents have stepped back from "the bully pulpit" of national leadership, a major reason, he said, is that "daily management concerns are so pressing. Time to sit and think is a problem. Most of the time you just have to see that the clay is moist every day instead of really shaping it yourself."

Public perceptions, Mr Giamatti adds, have also changed. It used to be assumed that college presidents were entitled to speak out about the big issues. Since the 1960s, "the public hasn't asked" and the presidents themselves "don't want to be perceived as tilting politically."

Moreover, he went on, university presidents today are different people: "managers who deal in quantities of input, output and analysis of data."

"I never used to use the term data," he says wistfully.

For the past three years, Mr Giamatti has been clinging to his original goal: plans to continue teaching. "I teach a genuine sense of completion," he says, "You don't have that in the presidency." Now, he acknowledges reluctantly that running a major university is no longer compatible with the idea of the teacher-president. "I found last year that I was just going to class," he admits.

Finally, the inevitable question: What is it like to follow Kingman Brewster, one of the last of the breed that relished the role of controversial national spokesman, thus arousing admiration and anger in almost equal measure.

"I see myself in a system of continuous," Mr Giamatti says. "I don't think Brewster and I are in the world in its essence in different ways."

He recalls the furiously-divided days of Cambodia and of the Black Panthers, when his predecessor, defying the example of other colleges, refused to shut down the campus and "pulled up behind a moat." It was, he says, "brave" of great courage. You only stay free if you stay open."

Kingman Brewster, Mr Giamatti adds with his slightly rumpled affability that exudes self-assurance, "had gifts for the public policy side of things that aren't mine. Still, we come out on the same side of things. I don't have his beautiful suits, but I wouldn't look good in them."

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Overseas news

Phantom campus recruits staff

from Uli Schmetzer

ROME

After months of lobbying education authorities have managed to find a skeleton staff for Rome's elusive second university at Tor Yergata in the Alban hills.

When applications closed this month 51 professors tentatively agreed to work on the new campus, authorized by the cabinet back in 1968 but still in need of buildings.

However the professors refused to submit their applications until the education ministry guaranteed that they would all be able to continue in their present jobs without prejudice until building at Tor Vergata was completed and that their applications would be considered null and void if Tor Vergata did not function within five years.

The guarantees reflected the growing suspicion among academic staff over the future of the "phantom campus" which was planned to alleviate chronic congestion at Rome University where a student population of 160,000 occupies a campus built for 30,000 five decades ago.

The Tor Vergata farce (one of 13 planned and uncompleted new campuses) began in the early 1970s when builders erected cardboard skyscrapers to raise the price of the land. It cost the government £7m and countless court cases to wrest the vineyards around Tor Vergata from the speculators.

Before building ever started a rector and an administrative staff were appointed. Their confident target for the campus opening was 1980. Today the academic staff at Tor Vergata is growing rapidly but not the buildings nor their foundations. More puzzling, there is even talk that some courses will begin this autumn in rented temporary accommodation.

When the education ministry three months ago asked for "volunteers" to join the Tor Vegata staff not surprisingly it received no applications. Then the ministry negotiated the concessions.

But the new campus received an unexpected boost this month when planners grandly announced that a modern medical faculty along the lines of the famous MacMaster centre in Canada would be added to Tor Vergata. They said the architects of the Canadian project had already been approached. In no time 18 senior professors of medicine hurriedly applied for transfer to Tor Vergata – once it is built, of course.

Mystery of the missing 250,000 students

from James Hutchinson

BONN

According to official statistics, West Germany has more than a million students occupying 750,000 university places. The *Länder* are warning that the already serious overcrowding will get steadily worse. By 1989 it is expected the student population will be around 1.3 million, far outstripping the projected increase in the number of places.

The Federal government is complaining that far too small a share of the large sum of money spent on university education in the last decade has been devoted to creating more places, although the government admits it is partly to blame for this development. Between 1970-80 the federal government and the *Länder* invested DM 26.5 billion (about £5.8 billion) in the universities. The *still higher staff costs*, the responsibility of the *Länder*, are not included in this sum.

Yet during this time the number of places increased by only 250,000. A fifth of the total expenditure was earmarked for new places. A similar amount was spent on improving infrastructure, for instance on libraries, computer centres and dining halls.

However there are well-founded doubts whether Germany has as many studnets as are listed in the statistics. Some merely get themselves enrolled – and leave it at that. A good many have their names on the roll of several universities at the same time. Some are still listed although they have abandoned their studies.

The University Information Service, based in Hanover, found out that more than 18 per cent of graduates in 1979 delayed having their names removed from the register of students. A much larger proportion of those who had dropped out was still registered – because many wanted to be able to drop in again. It seems possible that the country's "genuine" student population is not much more than 750,000.

Conference overshadowed by extremism

from Craig Charney

JOHANNESBURG

Conservative students easily maintained their sway at the annual congress of the Afrikaans Student Bond (ASB), the major organization representing Afrikaans university students in South Africa.

But despite the departure of the most liberal elements in the organisation at last year's congress to form the breakaway group Polstu, some of the polarization convulsing other Afrikaans institutions also welled up at the four-day conference.

In the main, the 350 delegates who gathered at Johannesburg's Rand Afrikaans University staked out positions close to the dominant mildly reformist wing of the ruling Afrikaner National Party. While this marked a change from the organization's far right leanings of a decade ago, it remains vastly more conservative than Polstu, which held its congress the week before.

In pointed contrast to Polstu's attack on the "homelands" policy, which strips blacks of their South African citizenship in return for political rights in barren native reserves, the ASB called for the more rapid execution of the policy.

The congress also endorsed government plans to make an offence of flag burning (a feature of recent anti-apartheid student protests) though it said the proposed penalties were too harsh.

Some of its members even applauded when Chief Gatsha Buthelezi of Kwaizulu attached the recently "banned" radical student leader Mr Sammy Adelman as a "pipsqueak".

The congress nevertheless had some unusual aspects. All the delegates were taken on a tour of the black township of Soweto. They also heard a succession of speeches by academics and delegates calling for more vigorous action on reform.

Though ASB president Mr Nelus Niemandt insisted Polstu "still can exercise no influence on the mainstream of thinking among Afrikaans youth," the seriousness with which the Afrikaans establishment regards it was reflected in harsh attacks against the group in his speech and those of two cabinet ministers.

New deal for part-timers

from Guy Neave

PARIS

Changes in the conditions of service for junior and part-time teaching staff in France's universities are to be given a high priority in the new government's list of reforms.

As a first step, the minister of education, M. Alain Savary announced that the law of September 20 1978 is soon to be abolished.

This rule, highly unpopular among junior staff, overnight doubled the number of class contact hours and introduced more stringent conditions on obtaining tenure. Untenured and unqualified teachers were given a strict time limit to finish their research. If at the end of five years, they had not presented a major research work, assistants and other part timers could not expect to have their contracts renewed.

Ways of improving the lot of the part-timer and the junior member of staff are to be investigated by a study group set up by the new minister which is due to report back by September.

Like many European universities, France has tended to rely considerably on untenured part-time staff and though the previous regime did much to improve the conditions of academics with permanent appointments, little was done for the remainder.

In order to give the working group breathing space the minister has issued instructions that the contracts due for renewal are to be continued automatically for another two years at least.

Despite this, there are signs that pressure for change is building up. Calls have recently gone out from certain sectors of the university world that the rectors – government civil servants with oversight for education in each of the 27 academic regions into which France is divided – be replaced.

This call for a purge is particularly marked in those cases where the rector has been somewhat overzealous in his support of the previous regime and in the carrying out of its policies. Already in the area of Aix Marseill, the call has gone out for the rector's head. And at Limoges, in the centre of the country, the Syndicat General de l'Edcation Nationale is busily preparing the tumbrils for theirs.

Vice chancellors call for code of conduct

from A. S. Abraham

BOMBAY

More than 100 of India's vice chancellors, meeting in New Delhi, have come out in favour of "codes of conduct" to regulate the behaviour of not only students and teachers, but of vice chancellors as well. They are convinced that unless rights, duties and powers are specified at all levels, universities will soon be in a worse mess than now.

They have also urged the federal government to pass a law authorizing them to act in crises without first having to seek the approval of the provincial government. They argue that since 1976, education has been a "cocurrent" subject with the federal government authorised to pass laws superseding provincial ones. So why, they ask, should they still have to deal with the provincial authorities?

Although education is a "concurrent" subject, New Delhi has not so far trodden on any provincial corns. If it were to allow vice chancellors to by-pass the provincial authorities and deal directly with it, the states would raise a hue and cry.

The vice chancellors agreed to lengthen the academic year from 180 days to "at least" 210 days. This is intended to keep students busy so to leave them less time for politics and to use facilities more.

The vice chancellors were concerned about the poor recruitment of university lecturers from among Untouchable and tribal groups (they now form only 1.3 per cent of all lecturers). They decided to interview candidates from these groups first when filling vacancies.

Polish students Anka Krajewska and Grzegorz Malkiewicz in London this week.

Student delegates build on British friendships

Polish students have made considerable gains in terms of representation over the past year but are reserving judgment on how genuine is the government's intention to implement pledges after a month-long sit-in last winter.

The new union, the Independent Students' Association (NZS), won recognition as part of the Lodz Accords, which also gave the students up to 30 per cent representation on the governing bodies of universities and colleges. Now two NZDS delegates, Anka Krajewska and Grzegorz Malkiewicz, are in Britain as part of an effort to establish friendly relations with other unions and win political support both for the union and for the student body at large.

Miss Krajewska, in particular, stressed that it was pointless, in the present economic situation, for well-wishers to send money to Poland, since there was nothing which could be bought. Aid should be sent in kind.

However books, in particular, pose a serious problem, not merely because of censorship.

In anticipation of a promised Bill, now grinding its way through the Sejm (Parliament), which should reduce censorship to the minimum necessary for state and industrial security, several universities have already made available to the student body their peviously restricted "special holdings". (The Jagellonian University of Cracow was among the first to do so.)

But under present conditions, with Poland's foreign currency debts reckoned in soaring billions, there is simply no hard currency available to purchase texts from Western countries, however innocuous their content. In modern language departments, in particular, one book between 20 or even one book between 100 students is, said Miss Kradjewska, virtually the rule.

One of the main aims, of the visit to Britain, is to explore the possibilities of students and new graduates sending to Poland text-books which they no longer needed – especially English philology, sociology and philosophy – as well as, if possible, the establishment of a fund to purchase new texts. Some similar scheme for learned journals would also, the delegates, said, be most useful, since academic libraries had now been obliged to cut their foreign subscription list to virtually nothing.

The lack of language textbooks is likely to become even more acute in the coming academic year, since one of the pledges made at Lodz which the authorities have been prepared to implement is the dropping of compulsory Russian in all higher education courses, and its replacement by another modern language. Students are reported to be flocking to take advantage of this option, if only for the fact that they have already had several years of compulsory Russian at school, and a course in French, English or German would give them access to Western political literature.

Other pledges still remain to be implemented in the new academic year. Changes have been promised, in particular, in the courses in Marxism hitherto compulsory for all. (These, incidentally, would have the support of the lecturers detailed to give the courses, since both sides have long regarded the lectures as a meaningless ritual, which the majority of students use to catch up on their sleep or private reading.)

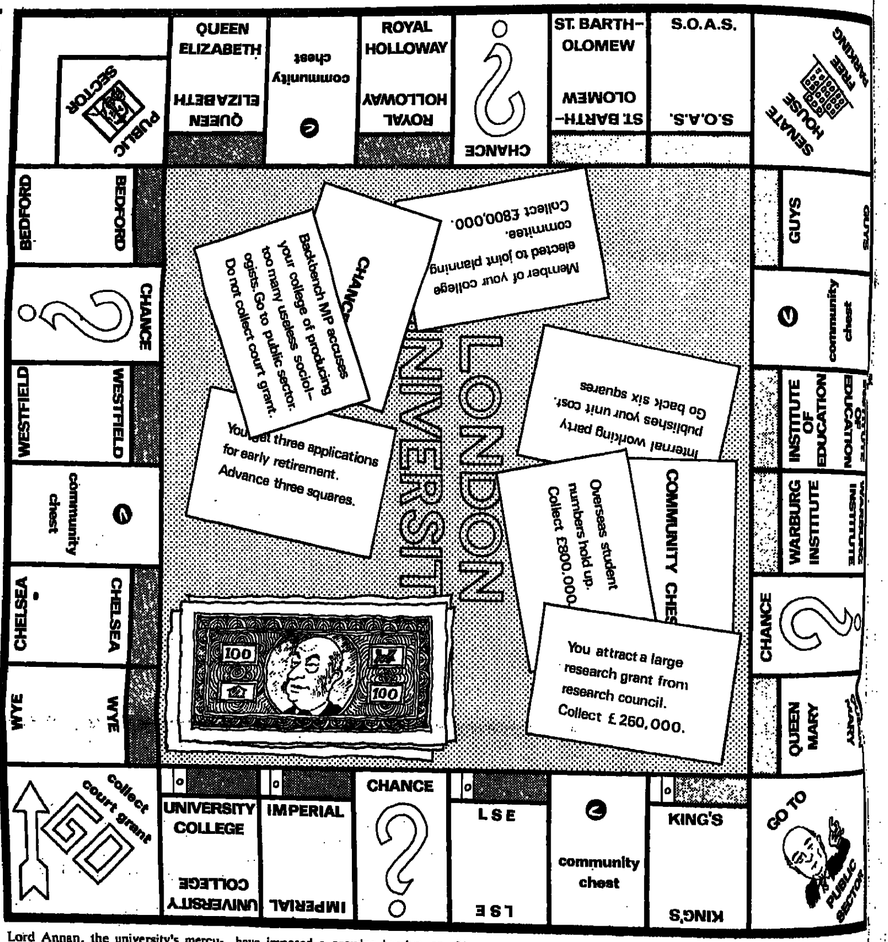
Another issue still to be negotiated is that of military training for students. The NZS stresses that it is not against the whole concept of training – simply that it should be rationalised, so as to be less time-wasting and less of an interruption to their studies. One of the main criticisms which the NZS has of the Lodz Accords was that on these, as on so many points, the terms as signed are ambiguous, and contain several loopholes for the Ministry of Higher Education to renege on the spirit, if not the letter, of what it signed – particularly since the minister who signed at Lodz, Janusz Gorski, lost his post in the latest government reshuffle.

With the NZS facing the possibility of further stiff negotiations next term, both delegates clearly regretted that they could not have a full programme of meetings with British students. In West Germany they discussed with various student groups the problems facing the NZS, and a special support committee was set up. How far the NUS would be prepared to go along these lines remains unclear. At present it is attempting to hold a neutral position, supporting both the NZS and the old Party-linked (and now greatly depleted) Association of Polish Socialist Students (ZSPS). However, Mr Malkiewicz expressed his intention of trying to return to Britain in the course of the next academic year to organize greater cooperation with the NUS.

Students in other countries of the socialist bloc are finding the going much tougher. A few days ago, the Warsaw headquarters of the NZS announced that a Czech student, Miss Lenka Cyrekova, who had been in Poland during the struggle of the NZS for legal status and who had, as a result been expelled from Poland last February (just before the NZS won its case), is now in a Czech jail, apparently in connexion with her activities in Poland.

A capital's compound interest

London University has been dubbed by its critics the British Leyland of the higher education system. Yet its defenders argue that the great size of the institution is a strength rather than a weakness. This week the court meets to decide how it must distribute the burden of spending cuts through its many limbs, a task not unlike that recently faced by the UGC. PETER DAVID describes the background of events against which the decision must be reached.



If you are interested in the university cuts, try this simple experiment. All you need are pencil and paper, and a copy of the table setting out the allocation of university grants for 1981-82.

Look at the amount for London: it is more than £180m. Then run through the list of universities alphabetically and see how many you could add together and run for the same money. Your list would include Aston, Bath, Birmingham, Bradford, Bristol, Brunel, Cambridge, City, Durham, East Anglia, Essex, Exeter and Hull.

Count the figures another way and you will find that the University of London consumes one pound of every five dispensed through the UGC. Its annual grant exceeds those for all the universities in Wales and Scotland put together.

Its size has won London the disparaging title, the British Leyland of the university system. That is a cruel verdict: its friends see London's size as a strength not a weakness. If it costs as much as a dozen universities that is because it is a dozen universities, grouped together in a sprawling federation containing institutions like Imperial College and the London School of Economics which are among the most distinguished in the country.

And yet the past two years have not been happy ones for London. Its image has been tarnished by a series of controversies: over the election of a new chancellor; over the Flowers medical reforms; over the committee under Sir Peter Swinnerton-Dyer, and over the choice of a successor to Lord Annan, the university's mercurial vice-chancellor.

Some have seen in this catalogue of woes a deep-seated flaw in the university's structure or government. But most of London's difficulties have been forced upon it by developments outside its control – developments which are beginning to fall as heavy blows on other universities too.

By far the most damaging to London has been the ending of the Government subsidy paid to universities for their overseas students. With more than 18 per cent of its students from abroad, well above the national average of 11 per cent, London was specially vulnerable, and the introduction of full-cost fees has caused a sharp decline in enrolments.

The fall in overseas numbers and the general reduction in university grant have hit other universities. But London has also to cope with a third and unique problem – the rising cost of medical education and the drift of health service resources out of the capital.

Ten years ago Sir Douglas Logan, the formidable principal who engineered the vast expansion of the university in the Robbins era, boasted that London had the biggest medical faculty in the English speaking world. With 34 separate medical and dental institutions producing around half the nation's doctors it still dwarfs other universities.

In recent years, however, the very size and eminence of the medical faculty have made it into one of the university's major problems. Financially, the expensive medical schools have imposed a growing burden on the university's strained resources. And educationally, their prestige has enabled them to act as a powerful and often conservative cartel, which successfully resisted the Todd reforms more than 10 years ago and helped to obstruct the recent Flowers report.

It is against this sombre background that the two dozen members of the university court met at Senate House this week to make the most politically fraught decision ever entrusted to it. The court's formal job is to divide the university's £180m. grant among the individual schools and colleges. But it is also a miniature of the UGC, and has to answer a similar question, should it distribute the cuts on the basis of equal misery or as part of some boldly selective and therefore controversial grand design?

The court will be making its decisions under enormous and contradictory pressures. A fortnight ago it was lobbied for the first time ever by the London representatives of the Association of University Teachers and advised not to implement any significant changes in the balance of funds to the schools of the university. If it does adopt a selective strategy, the AUT has warned, it could be taken to law for exceeding its responsibilities.

But the court will receive a very different message from the vice-chancellor, Lord Annan. A confidential report produced for this week's meeting says clearly that the university cannot distribute the grant on the same principle as it did in 1980-81 or use a pro rata allocation. "The magnitude of the cuts, the substantial reduction in student numbers and the nature of the UGC's advice seem to me to make it impossible to follow this course," it says.

The choices facing London are not altogether different in kind from those facing universities around the country as the UGC's spending plans for the next three years are decoded and their implications assessed. But the difference in scale is enormous.

Because London is a gigantic federation of colleges which vary widely in size and character, rationalization in the capital could mean the merger or disappearance not of single departments but conceivably of whole institutions equivalent in size or status to small universities.

Inevitably, therefore, the darkening financial outlook has created deep fissures within the university, particularly between the schools so large and prestigious that their futures will always be secure and the smaller colleges which lack the numerical strength or political influence they need to be absolutely certain of survival.

At the heart of the university are four colleges, each with several thousand students, which know that they are under no large scale threat.

● **Imperial College**, often described as Britain's version of the Massachusets Institute of Technology, is the most secure of all. Unlike other colleges its UGC grant is earmarked and alone within the university it is to increase its student numbers. It already has 4,000 students at its site in Kensington.

● **University College** in Bloomsbury with nearly 6,000 students is a large multi-faculty college covering the arts, medicine, science, engineering and economics.

● **London School of Economics**, with nearly 4,000 students at its cramped site in the Strand, is one of the world's half dozen most eminent centres for social science.

● **King's College**, also in the Strand, has more than 3,000 students in the medicine, arts, music, science, engineering and teacher training fields.

Their size and status give the big colleges a prominent and paradoxical role in the politics of the university. They are unquestionably the most significant elements within the federation, and London would be unimaginable without all of them. But precisely because of their size they need the university less than other colleges and are considerably less committed to retaining its unity.

They are also headed by formidable group of powerful personalities. Ralf Dahrendorf is a dedicated director of the LSE but cares fiercely for the University of London except when the wider difficulties of the university threaten the health of his school.

Lord Flowers at Imperial believes in the need for radical change in the university so that the centres of excellence, and particularly Imperial College, can be shielded from the worst effects of the recession.

Sir James Lighthill at University College has warned the university that his college would apply to go

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UGC for direct funding if its interests were not properly protected by the court. And Sir Neil Cameron, new principal of King's and former defence chief, has already demonstrated by his vigorous defence of King's preclinical medicine that he will fight his corner against radical mergers.

Ranged in some ways against the big four is a group of smaller multifaculty schools with between 1,000 and 2,000 students apiece. The principal ones are Bedford, Westfield, Chelsea, Royal Holloway,and Queen Elizabeth. Equivalent to the big four in size but not quite in status is Queen Mary College in the East End.

To complete the broad picture there are the medical schools and the 13 tiny specialist institutes which come directly under the control of the senate. These incude such places as the Warburg and Courtaulds institutes, the Institute of Historical Research and the British Institute in Paris.

Until this year it would have seemed melodramatic to divide London University into contending camps. But many illusions about the unity of the university were shattered last month when Sir Peter Swinnerton-Dyer, vice-chancellor of Cambridge, published his second discussion document on the future of London's non-medical schools.

Sir Peter was invited to review the non-medical schools by Lord Annan a year and a half ago. A committee on academic organization consisting of respected academics from the university but no heads of school was set up to examine the financial future of the university and suggest how its academic contribution could be secured during a period of rapid contraction.

Its final report is not expected until the autumn at the earliest, but the committee on academic organization has already caused almost as much turmoil among the non-medical colleges as Flowers did a year earlier in the medical schools.

Sir Peter's first report, published last January, described itself as an attempt to assess the size and nature of the problems facing the university. It made grim reading. The committee estimated that the university would have its real income cut by between 15 and 20 per cent by the end of the decade, a cut that could not possibly be made up merely by eliminating waste and superfuities.

"There is nothing absurd about a university 10 per cent smaller and 15 per cent cheaper than London now is," the report argued. "The problem is how to get to such a state from London as it now is, in the way that is most acceptable to the university and to those who work in it.

"Such a transition is bound to be difficult and painful, and the university has a strong case for extra money to ease the transition – even if that extra money will have to be found at the expense of other universities. But the university will not get extra money merely to enable it to postpone making hard decisions."

The main reason for the drop in income, according to the committee, was the overseas students' fee policy. Using "rhetoric rather than the arithmetic" the committee guessed that if London charged overseas fees at the existing level in real terms, and if the number of overseas students halved, the non-medical part of the university faced a 9.8 per cent drop in total student numbers and a 15 per cent drop in total income. Even if the same number of overseas students came forward at the new rate of fees, the university would face a 10.5 per cent loss of income because of the removal of the UGC subsidy.

The report also pointed to other more distant threats to the university. There was the prospect, later turned into a reality, of more cuts in the Treasury grant to the UGC. And in 1982-83 the number of 18-year-olds would peak, drifty slowly downwards by the end of the decade and then drop sharply in the first half of the 1990s. London should therefore leave itself with room for manoeuvre "so that if further contraction is needed early in the nineties it can be achieved with a minimum of damage."

If there were indeed a 15 per cent fall in income, the report's thesis ran, there would have to be at least an equal reduction in the salary bill, which accounted for two thirds of the university's expenditure. But a 15 per cent drop in the number of staff, with the preservation of all departments, would add to the already high number of departments in the university which were too small to function most efficiently. Most were in the smaller multifaculty schools.

To deal with this problem, the report argued, London would have at least to consider whether a policy of redundancy might not do the least harm to the university. The university's age profile was better than most and a fair proportion of staff reductions might be achieved through natural wastage. But to achieve the reduction quickly enough would require a total freeze on vacant posts over seven years, which would "go far to destroy the university."

Publication of the first Dyer report was greeted with melancholy rather than resentment. Although it had drawn attention to the special problems of the small departments in the smaller multi-faculty schools it seemed a long way from advocating the closure of any schools. Most responses to the report criticized its pessimism: many schools expressed confidence in their ability to continue to attract high quality students despite the demographic trends.

The Association of University Teachers, predictably, launched the fiercest attack on the report's thesis, describing it as "over-pessimistic and politically naive". The decline in overseas numbers could be mitigated by energetic recruiting, the AUT claimed, and government policy could change. The declining number of 18-year-olds up to 1995 would be matched by an equally steep increase immediately afterwards. More could be done to recruit mature students.

A month after publishing its first report, however, the Swinnerton-Dyer committee found itself running into difficulties with the university's own hierarchy. Lord Annan was coming under growing pressure from college heads to disband the committee and leave the university to do the job itself. And Lord Annan feared that Government policy on higher education was now changing so fast that unless the committee published a major set of recommendations swiftly it would be too late to help the university begin its painful process of rationalisation.

The tiff was smoothed over, and Sir Peter allowed Lord Annan to cajole the committee into rushing out a second report in time to guide the university in its distribution of the grant for 1981-82. It was this second report, published only last month, which finally polarised opinion in the university between the big four and the smaller schools.

Since Dyer One the position of the universities at large had deteriorated: the February Budget White Paper imposed a further 8 per cent cut. So the Dyer One predictions were now likely to come to pass even sooner. Instead of a loss of 15 per cent of its income by the end of the decade, the committee was now predicting a similar decline by 1984.

In Dyer Two, therefore, the committee decided to prescribe more radical remedies. The "key choice" before the university was now whether contract modestly on every major site or to withdraw entirely from "one or two" of those sites, it said. Had it left its recommendations there, the report might not have provoked so much fury. But it went further, naming the colleges and schools which ought to be considered for closure and amalgamation.

According to Dyer the big four colleges were the major centres of excellence in the university and although a particular course or department in one of them might have

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Between the lines of the Flowers report

An epic demonstration of London University's internal rivalries and its cumbersome administrative machinery was the fate of the Flowers report on medical education. Lord Flowers reported 18 months ago, but most of the time since then has been taken up by intensive politicking as the medical schools under threat have struggled to survive. Major changes in the structure of the schools are now being planned, but they bear little relation to the original Flowers proposals and more than two years will have passed by the time they begin to be implemented.

The financial crisis in London medicine had been mounting throughout the latter part of the 1970s. Medical schools were falling into deficit, posts were frozen and some clinical departments consisted of a single member of academic staff. The deans of medical schools became so concerned that they asked Lord Annan, the vice chancellor, to set up a working party to examine the problem.

The task of chairing the inquiry was entrusted to Lord Flowers rector of Imperial College, and he reported in February 1980 with characteristic forthrightness. A radical package of suggested reforms hit London's medical establishment like an earthquake. Although the exact pattern of changes he advocated will never be implemented, London's medical schools will never be the same again.

The report argued that the university's 34 separate medical and dental schools should be merged into six large new schools with new names.

Some of these recommendations implied little more than administrative reorganization, but others would entail the elimination or truncation of famous institutions which were proud of their traditions and determined to maintain their independence.

The Westminster Medical School, for example, would close, and the preclinical departments at King's College and the Royal Free Hospital would be phased out. King's College Hospital Medical School would be merged with Guy's Hospital Medical School; the Royal Free and Middlesex Hospital Medical Schools would be forced into a merger with University College. The British Postgraduate Medical Federation would be disbanded and its member institutes swallowed up by the new schools.

Publication of Flowers' breathtakingly radical proposals was greeted with outrage and incredulity, particularly by the threatened institutions. But the committee was convinced that the problems confronting the university demanded a bold answer. In large part these problems had their cause in developments over which the university had no control.

Chief among these was the falling population of central London and the resulting decline in the number of acute beds provided in the capital's hospitals. The London Health Planning Consortium report, published at the same time as the Flowers report, estimated that during the next ten years the number of acute beds would be reduced by 6,200, of which some 2,300 would be in teaching districts. With a quarter of its acute beds disappearing London would not be able to provide clinical facilities for all the university's dispersed medical schools and postgraduate institutes.

There were other alarming trends, too. Medicine was consuming a growing proportion of the university's resources – 30.6 per cent in 1969-70 and 35.5 per cent in 1978-79. The Department of Health and Social Security was diverting funds away from the Thames regions. And the number of registrar posts in London was bound to diminish, gravely weakening the NHS contribution to doctors' training.

So to support the case for their draconian proposals the Flowers committee and its supporters could point to an apparently inexorable process of change in the distribution of health resources and to the growing burden which medicine was placing on the university's strained finances. Flowers could also argue that the report's recommendations were not much more radical than those proposed more than 10 years earlier in the Todd report.

The Todd proposals emerged from palmier days and would have been expensive to implement. They envisaged reorganizing the 30-odd medical institutions into seven major schools, most of which would

Lord Flowers: radical solutions

embrace both postgraduate and undergraduate teaching and be linked to one of the university's multi-faculty schools. The Flowers committee felt that its own report, not much more radical but produced in the eye of the financial storm, made out an overwhelming case for change.

The report concluded: "The University of London now has a painful choice; either to accept the recommendations we have made, or something approximating to them, with all their attendant problems of implementation, or to let economic and demographic forces take their inexorable and indiscriminate toll".

Not all the medical schools saw things quite that way, however. Within days of the report being published indignant letters from distinguished academics were erupting in the national newspapers. A professor of experimental chemical pathology told *The Times* that the proposals were "dangerous and irreversible". Even Sir Leo Pliatzky took time off from his quango pruning duties to defend the Westminster.

Most critics accepted the case for some reform of medical education in London but questioned whether the Flowers strategy was the right one. The committee was accused of believing too much in the virtues of size and too little in the importance of keeping preclinical courses within multifaculty schools. Many correspondents criticized the absence of detailed costings in the report and others excoriated the committee for failing to visit some of the institutions whose closure it had recommended.

By and large, though, the opposition was based on vigorous defence of their own interests by those schools marked down for closure or merger. The academic staff at King's, for example, swiftly brought out a report showing their unit costs at £1,767 to be considerably lower than those of £3,000 or more at the schools to which their preclinical course would move. *The Lancet* reported in May that the Westminster, marked down for closure, achieved the best examination results.

Officially, of course, the Flowers report had no more status than a set of recommendations offered to the vice chancellor. It had yet to start its odyssey through the university's formal machinery – the joint medical advisory committee, the academic and collegiate councils, the joint planning committee and the senate and court.

Nevertheless, the joint planning committee (JPC) was so concerned about the hostility engendered by the report that it pointed out in a report of its own that Flowers was merely "the first stage" in focussing the university's attention upon the issues. "Many of the hard things said about its findings were unjustified if only because whatever form the report had taken protests would have risen to the skies.".

In calling Flowers a "first stage" the JPC was uncannily prophetic. Its pattern of recommendations was shaken up in the university's committees like coloured glass in a kaleidescope, to emerge a year and a half later scarcely recognizable and not much nearer implementation.

The first problem was disagreement between the joint medical advisory committee and the JPC: JMAC wanted the King's preclinical course to close and the JPC wanted it to remain open. But the real excitement came in October 1980 when the senate, spearheaded by Dr Bryan Thwaites, rebelled against Lord Annan and the JPC to throw out the intricate compromise which the JPC had worked out behind the scenes.

Members of the senate refused to accept the JPC recommendations that Westminster should merge with Charing Cross and that the King's College course should close. Instead they voted to encourage voluntary mergers between schools and to reconsider the question of preclinical courses.

A week later the court met again and refused either to endorse or oppose the senate's recommendation that no medical schools should be forced into mergers. Lord Annan said a working party had been set up to consider the costs of preclinical courses because the senate was dissatisfied with the work that had been done on costs by Flowers and the JPC.

The working party on costs reported in February and gave the threatened courses a welcome shot in the arm: bigger savings could be made by stretching staff ratios than by closing a complete medical school, it concluded.

A month later, however, the JMAC produced yet another scheme of reorganizaiton, entailing both closures and mergers and saving £5m. This time the preclinical school of the London Hospital would close and its students would be transferred to a joint school with St Bartholomew's at Charterhouse Square. St Mary's, the Middlesex and University College Hospital would form a new school. Westminster would merge with Charing Cross. All 12 undergraduate schools would be formed into four consortia covering north, south, east and west London.

This time the senate was less hostile. It agreed to the merger between Westminster and Charing Cross and that two preclinical and one clinical schools would also have to close. But the decision on which part of St Mary's and the Middlesex would close, and whether the London Preclinical School should merge with Bart's and Queen Mary's was left in the air.

Last week the senate moved a step nearer to a final decision, endorsing a working party recommendation to build a new joint preclinical school for St Bart's and the London Hospital on a site on Mile End Road, East London. Bart's had wanted the new school built in Charterhouse Square near central London. A major factor in the senate's decision was that the UGC had earmarked a grant for the East End site whereas the Charterhouse site would have been paid for out of the university's own funds.

Was the Flowers report a successful venture in rationalisation? Any verdict would have to be an interim one. A large part of the report has been modified beyond recognition. King's succeeded in saving its preclinical course but the Westminster looks destined to merge and lose its separate identity. At the very least Flowers was a catalyst which forced the university's medical establishment to face and make hard decisions about its future.

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to be closed, closure of a whole site "or even major surgery" was unthinkable. Bedford, Westfield and Royal Holloway, on the other hand, were a different matter.

Many science departments at Bedford and Westfield were below optimum size and the two colleges could merge in a consortium. In the course of time, said the report, the merged colleges would be able to achieve more distinction than would have been possible as separate institutions. And one site, probably Westfield's, would have to be abandoned.

But the real sting in Dyer Two came in its tail. Its final paragraph turned to Chelsea College and praised its science education, nursing and history and philosophy of science. All the other departments at Chelsea, however, were to be reviewed "with a view to phasing out those which do not come up to the standard of the rest of the university."

The report concluded: "This might leave a coherent school, though probably one that would fit onto a single site. But if the departments which survived this review were no longer enough to constitute an independent school, then it would be necessary to incorporate each of them into another school of the university."

Dyer Two's far-reaching and dramatic recommendations were met with angry disbelief; nothing in the first half discussion paper only five months earlier had implied that the committee on academic organization could move in one swift leap from a broad analysis of the university's future to such detailed and damaging proposals.

Even the Flowers report on medical education, which had erupted like a volcano a year before, had at least been prefigured by the Todd report. *And Flowers had made no judgments about the academic worth of departments, let alone whole colleges. Dyer*, on the other hand, had more or less told Chelsea that the quality of most of its courses was in question.

As well as inflaming the passions of Chelsea and the AUT, the Dyer committee's second report produced a miniature constitutional crisis. Formally, the committee on academic organisation had no status in the university, except as an informal source of advice for the vice chancellor. Yet Lord Annan had deliberately hurried the committee into producing its second report in time to help the university distribute its 1981-82 grant.

Opponents of the report, including many members of staff from colleges which had been spared in it, were determined that its contents ought not to pre-empt the university's own academic machinery, including the senate and its myriad committees.

In London the constitutional properties take on a special significance: the university has been grappling over the relative powers of the central administration and the member colleges for more than 10 years. For Lord Annan and the court department, however, there are urgent decisions which have to be made early in the summer and which are bound to have an impact on the university's academic structure.

While the constitutionalists and the AUT are asking for the financial distribution to be based on its previous pattern, the court is considering Lord Annan's confidential report arguing that a more selective pattern has been made inevitable by the UGC letter detailing London's grant.

In fact, the university is compelled to adopt at least a partially selective strategy whether it wants to or not. *London is free to distribute the block grant as it pleases with one exception – the grant to Imperial College is earmarked.* The UGC letter makes it clear that Imperial has fared considerably better than the rest of the university.

If the rest of the UGC's advice is interpreted in light of Imperial's favourable treatment, Lord Annan's report implies, a broad strategy of departmental moves and mergers suggests itself. This is its pattern:

● **SCIENCE:** student numbers at Imperial College are to increase by 170 students by 1984 but science numbers elsewhere in the university are to fall by more than 1,000. The UGC, says Lord Annan, is asking the university to reduce the numbers of physical sciences in the smaller schools and to increase the number in Imperial, Queen Mary and University College. The biological sciences too are to be reduced overall but increased at Imperial.

These recommendations, Lord Annan says, "gravely affect the ability of the court to provide funds to enable the physical and the biological sciences to continue to be studied on all five sites of Bedford, Chelsea, *Queen Elizabeth, Royal Holloway and Beford.*"

● **ARTS:** The university has to shed 690 arts students within three years. Bedford and Westfield should consider merging their classics departments, Lord Annan suggests, as could Birkbeck and University College. Queen Mary might abandon the subject and send their staff to King's or Royal Holloway.

German is studied in seven schools, Italian and Spanish at four, so mergers could be examined.

● **SOCIAL SCIENCE:** The UGC asks for substantial cuts, but since the LSE is "the natural centre" for these studies, the sociology department at Bedford, political economy at University College and economics and politics at Birkbeck should be examined for savings.

Lord Annan's report does not explicity endorse the conclusions of Dyer Two but it points in a similar direction, with the university squeezing the small science departments out of the small colleges and concentrating them in Imperial, University College and Queen Mary.

It is a strategy which has powerful support at the highest levels in the university, particularly within the big four. Their heads see a policy of concentration as the only way of protecting standards against a crushing loss of income – the UGC grant (excluding Imperial) is after all to be reduced by some £25m by 1983-84.

By adopting Annan's strategy, however, the court would inevitably sharpen the paranoia which has gripped the small multifaculty schools since the Dyer committee brought out its second report. There are now rumoured to be two competing "cabinets" meeting regularly within the university; one embracing Lord Annan, Dahrendorf, Flowers and Lightbilli; the other representing the small colleges and led by Westfield's principal, Bryan Thwaites.

In the atmosphere of suspicion morale among academic staff has slumped and ever more fantastic schemes to reorganize the university have been informally circulated: one would have the smaller colleges moving to the large site at Royal Holloway and forming a University of Windsor with around 4,000 students. Another has the federal monolith splitting into three or four separate and more manageable universities within London.

As the implications of the UGC letter sink in, however, the disintegration of the university is coming to seem less fantastic. It is not just the small schools which might be tempted to abandon the university for some confederation of their own: several of the large schools are growing disenchanted with the structure and believe they could survive as well on their own.

The London School of Economics, for example, has no fundamental quarrel with the university, although it was a centre of opposition to the Murray reforms which would have strengthened the powers of the centre. But the LSE *will* be furious with the university if its share of grant is plundered by the court to bail out schools which have been less successful in recruiting overseas students. That would be construed at LSE as a tax on the school's entrepreneurial flair.

Increasingly, then, a second split is poisoning the atmosphere of the university. It is becoming divided not only between the bigger and smaller colleges, but also between those who see its future as a single university and those who would be prepared to countenance its fragmentation into smaller units.

A crucial factor in the way that debate resolves itself is likely to be the personality of the new vice chancellor, University College's Quain profesor of English, Randolph Quirk. A sprightly 60-year-old dedicated to grammar, he was an unexpected choice as Lord Annan's successor. Two outsiders had turned the post down and Lord Flowers was a close contender.

In choosing Quirk and not Flowers the appointing committee under Lord Scarman tacitly acknowledged that relationships between the colleges of the university had become dangerously fragile. Flowers was identified with bold and sometimes dogmatic convictions about the need for London to reorganize to protect its major centres of excellence from the worst effects of the recession.

Quirk, although a member of the Dyer committee, was a lesser known figure who nevertheless commanded enormous respect as an academic and a member of innumerable senate committees. He was chosen as a conciliator and as a vice-chancellor who would be able to hold the tottering empire of London University together despite the cuts and its internal strains.

One of his first objectives as vice-chancellor will, paradoxically, be to put as much distance as possible between the university's official hierarchy and they Dyer committee of which he was formerly a member. He has been stomping the university driving home to everybody he meets the point that both Dyer reports published so far have merely been discussion papers and have no formal status.

But although he recognises the need for London to pacify the smaller colleges, and particularly Chelsea which is still smarting from the criticisms in Dyer Two, Quirk is by no means a defender of the status quo. He accepts that London will be forced into painful changes and that these will most probably include the amalgamation of departments. As in public statements he has pledged that the criterion would be academic excellence.

Randolph Quirk: unexpected

Lord Annan: mercurial

Sir Peter Swinnerton-Dyer: grim reading

Its new vice-chancellor will therefore have to tread a delicate tightrope if London is to remain united during the traumas of contraction. The omens for change are not auspicious: the Flowers report on medical education has taken a year and a half to shake through the university's creaking academic bureaucracy and even now its outcome is uncertain.

To command support within the university a parallel design for the non-medical schools will also have to be fed through the academic machinery: an attempt by the court to preempt the deliberations of the senate and its creatures would be widely resented and probably counterproductive.

But the history of London University has been one in which the academic decision-making powers of the university have been deliberately curtailed lest they encroach on the autonomy of the schools. The university is singularly badly placed to devise an overall plan for the colleges.

In the 1960s, many academic powers were explicitly devolved to the colleges. The boards of studies which provided the main focus for cross-institutional subject loyalties suffered a corresponding decline. Although many remain active others have lapsed into marginal bodies which are not well attended. Loyalties are to institutions not subjects.

Major decisions on the balance and location of subjects will therefore have to be taken by the senate and its subordinate bodies, the academic council and colleges council. But here there is a complicating factor: the university's new statutes have produced a very large and unpredictable senate.

In the past the senate has been content to leave the court to make the important funding decisions with a minimum of interference. Contentious issues were settled by the joint planning committee of court and senate. The new senate, which for the first time includes a block of junior lecturers with close AUT affiliations, is bound to challenge the secrecy of court decisions.

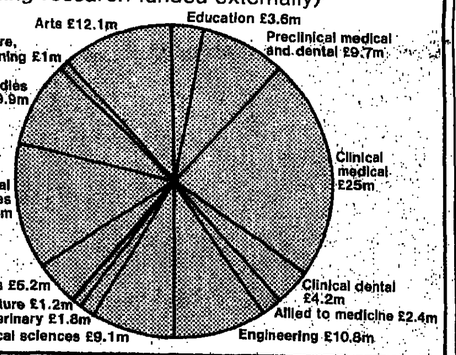
The manner of London's response to the problems it is facing over the next few years is both direct and indirect significance for the rest of the higher education system. The amount of big science concentrated in the capital's university, or the number of doctors or lawyers trained there, helps determine the quantity of resources available to other universities.

But London's experience will have a wider psychological impact. In a federal structure and the position of its court as the distributor of block grants make it a smaller-scale facsimile of the university system as a whole. Unlike the UGC, however, London's court is tied in a close relationship with the senate and schools: its decisions in the face of the spending crisis are bound to be more visible.

So London is a laboratory which could prove whether the academic community is capable of reacting quickly and intelligently to a rate of contraction which it has never before experienced. If London fails, the outlook for higher education is grim.

Departmental costs of teaching and research by subject

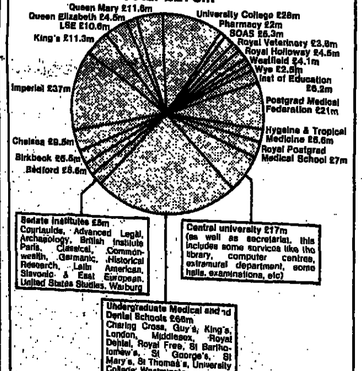
(excluding research funded externally)



Where the money goes

London University expenditure 1979-80

Total £275m



Fiction, Freud and the practice of theory

Jonathan Culler argues for the strategic approach of graduate courses which do not concentrate on literary works to the exclusion of all else, but which adopt a comparative perspective and take in other modes of representation.

In most universities the traditional English courses organized according to periods have suffered a decline in enrollments. Deans, students, and chairmen are often interested in courses organized according to other principles, and a department may be better served by an assistant professor who can develop new courses that are attractive to students than by one who can take over the Elizabethan literature course and offer a Spenser seminar for any upperclassmen who might be interested. But whatever the politics of a particular situation, whatever chairmen, deans, and curriculum committees want or think they want, young techers will find themselves in institutions where it cannot be taken for granted that any educated person will study the great works of English literatur., English departments cannot take for granted large enrollments in traditional courses.

There are various possible responses to this situation, but most of those that are not simply nostalgic involve attempts to think seriously and creatively about literature in its relation to other kinds of writing and communication. Confronted with students for whom literature is simply one aspect of their culture, and an aspect with which they are relatively unfamiliar, teachers need to be able to discuss literature in its relations to more familiar cultural products and in its relations to other ways of writing about human experience, such as philosophy, psychology, sociology, anthropology, and history. Since students do not take for granted that literature is something they ought to study, teachers have to be able to relate literature to what they do take for granted or to alternative accounts of human experience in order to make apparent the virtues of literature as an object of study and a source of pleasure.

I am not suggesting that English departments should offer courses on other cultural creatins – film, comic books, soap operas, science fiction. Such courses may be successful and intellectually respectable or they may not; each department must make its own decisions on such matters. I am not urging the addition of nonliterary courses to a literature programme *but rather* am proposing something more fundamental yet also more obvious: that in planning literature courses teachers think of literature not as a hallowed sequence of works defined by literary history but as a species of writing, a mode of representation, that occupies a very problematic role in the cultures in which our students live. We often complain that students have not read enough when they come to college, but the problem is not a quantitative one that would be solved by more assigned readings. The problem is structural, involving the marginal situation of literature within the students' cultures. In combating or dealing with the cultural formation of today's undergraduates, PhDs whose professional training has consisted of rigorous grounding in philology and a comprehensive chronological survey of English literature may be quite badly equipped for the tasks they face. Proper professional preparation ought perhaps to involve something other than a reimposition of the tough requirements and high standards of yesteryear.

Indeed, I have been suggesting that one thing that might help prepare teachers to find imaginative solutions to the problems that will confront them in the classroom would be extensive work on the relationship between literature and other forms of writing and modes of representation, and it is here that the requirements of professional training might coincide with the continuation of general education that William Schaefer wished to see in graduate programmes.

In *The Liberal Imagination* Lionel Trilling observed of "our cultural situation" that, briefly put, it is that there exists a great gulf between our educated class and the best of our literature." Eliminating that gulf ought to be the goal both of general literary education as conducted at the undergraduate and graduate levels and of professional training for future teachers. In the time since Trilling wrote this gulf has doubtless been widened or deepened by the tendency of literary critics to treat literature as a thing apart, something to be studied in and for itself.

I am not suggesting that there is nothing distinctive about literature, only that its distinctiveness, its privileged character, cannot be taken for granted, as some kind of given or inherent quality. If one is interested in the nature of literature, and such an interest seems central to the concerns of both a liberal education and a professional training in English, then the most strategic approach in graduate courses might be one that does not concentrate on literary works to the exclusion of all else but one that adopts a comparative perspective, comparing literature with other forms of discourse and other modes of representation.

One topic, for example, that enables us to focus on the qualities of literature by comparing it with other cultural products is narrative. Considerable work has been done in recent years on narration as a basic mode of intelligibility. W. B. Gallie has argued in *Philosophy and Historical Understanding* that the kind of understanding afforded by history writing involves not grasping causal laws but rather seeing how one thing leads to another as in a story. In other areas as well, it can be shown that the notion of understanding can be explained in terms of following a story, perceiving a narrative pattern. Thus the question of what is a story or what are the basic patterns of narrative becomes the focus of a new and important inquiry, to which literary critics, with their interest in plot, can make important contributions. Indeed, as the domain in which plots are explicitly recognized as fictional constructs and in which authors frequently call attention to the qualities and effects of their plots, literature is the area in which plot structure is most easily and productively studied. Northrop Frye's account of plot structures or *Mythol*, Tzvetan Todorov's description of basic "narrative transformations," and Claude Bremond's characterization of plots in terms of essential "life situations" can take their place with the work of

Freud: a process of connecting

David Lodge: extensive exploration

Claude Lévi-Strauss and Hayden White as attempts to describe fundamental structures of experience: categories through which the meaning of events can be grasped.

The study of basic narrative structures is one example of the way in which models and categories that are initially drawn from the study of literatary works turn out to have wider implications and make posible productive investigations of the relationship beteen literature and other modes of ordering and representing experience. A course on narrative, which ought to include diverse narratives from a variety fields, would doubtless lead to the discovery of complicated patterns of similarly and difference, since some "literary narrative" are very like historical narratives, others resemble myths, and still others resemble autobiographical narratives. However, it is within such a context – the theory of narrative – that one can pose the question of the distinctiveness of literature while also demonstrating the centrality of literary structures to the organization of experience.

A second topic that could serve as the basis for course work at the graduate level is the revival of rhetoric and rhetorical categories to describe the production of meaning in discourse. Literature has often been thought of as the prime example of figurative language and therefore as the privileged object for rhetorical analysis, but it has become apparent in recent years that not only are other types of discourse inextricably involved with figurative language but rhetorical figures provide models that are applicable to discursive formations of all sorts.

That is to say, rhetorical figures can be used to describe not just particular deviations from literal meaning but also basic strategies for producing meaning by establishing connexions and associations. Roman Jakobson's association of metaphor and metonymy with two types of aphasia (contiguity disorder and similarity disorder) and his claim that the development of a discourse may take place essentially through contiguity or through similarity are only the best known of various uses of tropological structures to describe the organization of discourse.

David Lodge has extensively explored the distinction between metaphorical and metonymic modes of writing in relation to the 20th Century English novel. Others, such as Hayden White in his analysis of the tropological moves by which historians construct their objects of study, have preferred a more elaborate scheme of categories, such as Kenneth Burke's "four master tropes": metaphor, metonymy, synecdoche, and irony. Each of these figures describes an operation that can occur at various levels of organization in a text. Metaphor, a comparison or substitution based on likeness, can be thought of, Burke says, as the use of *X* as a perspective on *Y*. Metohymy moves from one thing to another on the basis of contiguity and thus produces meaning ad order by positing spatial or temporal series. Synecdoche, in contrast, *is* a totalizing figure, the common operation whereby a discourse infers qualities of the whole from the qualities of a part or extracts an essence from an example. Finally, irony produces meaning by the dialectical juxtaposition of opposites.

These basic devices or modes of inference and interpretation are often foregrounded in literature; we are accustomed to looking for them because we think of literary works as imaginative constructions, but we gain an enhanced sense of their power and importance when, having learned to discover them in literary works, we identify them as the constitutive structures of other discourses as well. Burke's success in analyzing the rhetorical structure of a great variety of writings is an indication of the fruitfulness of developing tropological models to describe the basic structures of discourse.

One of the most fascinating areas of recent investigation, and one that would strengthen a graduate course on tropological structures, is the investigation of Freud's writings as simultaneously an analysis of tropes and a tropological construct. Freud's own theory is, of course, an account of the tropological mechanisms of the psyche: the way it connects, substitutes, represses. His own writing, however, is itself a process of connecting, substituting, repressing that ought to be described. Even crucial concepts of psychoanalysis can be analyzed as tropological products. Jean Laplanche has argued, for example, that the ambiguity of the concept of the *ego* in Freud can be explained in terms of two different ways of deriving or producing the concept, one metaphorical and one metonymical.

My purpose in citing these two cases is a simple one – to suggest that we can think about literature in its relation to other types of discourse by focusing on a theoretical topic, such as narrative or theory tropes, that ill enable us to do things: first, to see the importance and pervasiveness of structures that we traditionally regard as "literary" and thus to justify the importance that we think literary study ought to have; second, to make the distinctiveness of literary works not a quality that must be taken for granted from the outset but a variety of qualities that emerge as we consider basic ways of ordering experience. In other words, literary works will appear not as monuments of a specialized high culture but as powerful, elegant, self-conscious, or perhaps self-indulgent manifestations of common patterns of sense-making.

Focusing on topics that encompass other forms of discourse as well as literature would also enable us to draw on some of the most interesting and powerful work in contemporary criticism, which has been especially concerned with exploring the relations between the literary and *non-literary*. Whether one thinks of the linguistically inspired study of sign systems, or of recent critical readings of Freud as a literary text, or of Paul de Man's studies of Rousseau's and Nietzsche's writings as allegories of reading, or of Jacques Derrida's deconstructive readings of a wide range of literary and philosophical texts, or even of critical and historical projects such as Edward Said's *Orientalism*, contemporary work in literary criticism seems to reach its greatest intensity when dealing with a theoretically defined problem that explores the relationship between the literary and the nonliterary.

In fact, for those who are inclined to think of contemporary criticism as a battlefield on which advocates of various "approaches" attempt to destroy one another, it is important to point out that most of these critical projects share this interest in the relationship between literary and nonliterary discourse. Indeed, one could go further and argue that to see contemporary critical theory as essentially a set of approaches or methods of interpretation is to miss the interest and force of these writings. As Irvin Ehrenpreis wrote in a dreary discussion of literary theory, "when one tries to decide whether or not *The Golden Bowl* condemns Charlotte, at the end, to a terrible punishment, one will probably not reach a decision through an application of some grand analytical technique."

If one's primary interest is in interpreive decisions of this sort, most literary theory will be of little use, though one will have to make certain theoretical decisions, such as whether evidence about authorial intention should count heavily in one's determination of meaning. Even when critical theory takes the form of a reading of particular texts, it is not an attempt to provide techniques to solve these local problems of interpretation. Literary theory is, rather, the study of problems about the nature of literature: its forms, its components, their relations. Literaru theory is not a set of competing methods for the analysis of literary works – methods that are to be judged by their relevance to problems such as whether Charlotte is condemned – any more than linguistics is a set of competing models that are to be judged by their success in helping puzzled listeners understand obscure utterances. The relationship between a theory of language and the sentences and utterances of a language is comparable with the relationship between literary theory and literary works, in that the forms of the latter and our dealings with them are the objects of interest for the former.

Indeed, literary theory has an important role in the discipline of literary studies, not because it offers methods for discovering what works really mean, but because it deals with what is involved and what is at stake in literature and literary interpretation. It is striking that disagreement about any important issue in our profession is likely to emerge as a debate in the realm of literary theory involving claims about the nature of literature. For example, pedagogical questions about the relationship in the classroom between teacher, student, and work have been debated in discussions about what has come to be called "reader-response criticism." Stanley Fish's presentation of "Affective Stylistics: Literature in the Reader" involved the claim that the literary work should be regarded not as an object whose properties the student seeks to know but rather as an experience of the reader, so that false starts, errors, changes of mind are to be thought of, not as undesirable experiences of ill-prepared students, but as part of the experience, and thus part of the meaning of the work.

"Whatever else it is, this is clearly an important proposal about the teaching of literature, about the sort of attitude and strategy that a teacher ought to adopt in a classroom. And other versions of reader-response criticism – from Norman Holland's adaptation of American ego psychology and David Bleich's emphasis on the conversion of students' private feelins into elements of a collective investigation to Wolfgang Iser's emphasis on the normative role of an implied reader and Michael Riffaterre's account of powerful constraints that ought to lead the reader to respond in very precise ways to a text – all make different claims about the appropriate attitude for teachers to adopt in the classroom.

These debates about the relationship between reader and text are not, of course, just arguments about pedagogy; but they are, it seems to me, the principal way in which questions of pedagogy have been argued in recent years. Those who wish to be aware of what is happening in our discipline and how it proposes to engage with students and with other aspects of our culture must at least be in a position to follow these debates. They must, in othe words, be conversant with the problems and central concepts of literary theory.

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The Author is professor of English at Cornell University, and the above is an extract from his book The Pursuit of Signs, *which will be published by Routledge and Kegan Paul on July 30, price £7.95.*

The social worker: an agent of change.

Anti-social language

Jennifer Breen argues that the terminology and jargon of recent theories about social work are debasing – they suggest 'a decline from honesty and compassion into academicism and bureaucracy'.

During the last ten years, theories about the role of the social worker and about the most useful methods of helping people to solve their problems have proliferated, perhaps in response to two needs: firstly, to assert either a profesional image or political power in post-Seebohm social services' departments; and, second, to unite under one or another theory the different types of practice in social work.

These new theories fall mainly into two categories: the "integrated methods" of "social systems theory" and the "new radicalism", each of which has its own register and style of expression. What are the consequences of the terminologies and collocations of these fashionable new theories?

A social worker who views his practice in the light of systems theory (theory about social systems) regards his client as a system that is being impinged upon by other systems – usually social institutions such as the family, school or police. If a system, for example a boy, is playing truant from school, other systems, such as the school staff or the educational welfare officer, are bound to direct some of their energies towards the boy, who, in terms of systems theory is in a state of disequilibrium. So, according to Allen Pincus and Anne Minahan in their contribution to *Integrating Social Work Methods* (ed. Specht and Vickery), the "change agent" (social worker) has to get the "client system" (the boy), first, to agree to the "outcome goal" (his going back to school), and second, to return him to a state of "equilibrium" (to get him back there).

This clarification of systems theory shows that nothing much – except a mystification of what already forms part of social work practice – has been achieved in their attempt to unify social work methods. In the past, social workers, whether caseworkers, group workers or community workers, have usually looked at social circumstances that affect each family or individual. What is striking about systems theory, however, is a corruption of language – the tautology of "outcome goal", for example, or the dehumanizing of "client" into "system" – that suggests a decline from honesty and compassion into academicism and bureaucracy. Both Tom Stoppard's *Every Good Boy Deserves Favour* and Malcolm Bradbury's *The History Man* reveal how such use of language debases everyone, including its perpetrators.

In contrast with systems theory, the vogue words of the new radicalism suggest that the person who needs help is to be lassoed rather than corralled. As Daphne Statham explains in *Radicals in Social Work*, "the radical . . . sees . . . fellow human beings achieving freedom and personhood in the context of the collective." Thus the "radical" social worker "is not to negatively demolish [sic] but to accumulate experience which can be fully used to make old structures obsolete after there has been a change in the economic base". Her euphemism "change in the economic base" apparently means a revolution or reformation in which a homogeneous socialist economy (a system of collectives) will replace the present mixed economy. In other words, the collectives will replace the individual as the basis of everyone's awareness, including the social worker's. But, as Alexandra Kollontai shows in her fiction, *Love of Worker Bees*, the personal difficulties that occur at times of great social upheaval – in her case, Russia in the early 1920s – are not solved by political collectivism itself.

Some social workers, however, such as Bill Jordan, try to align social work theorizing with their experience of life and appreciation of language. In *Helping in Social Work*, he argues for a "constructive programme for change" in the organization of welfare services, and also shows that social workers can be in contact, both intellectually and emotionally, with the people they are trying to help towards self-reliance. His accounts of individual cases have a tragi-comic insight that serious novelists might well envy. He describes, for example, his treatment of a female patient in a mental hospital:

> I realized that there was no way in which I could interrupt the flow of her emotionless, rambling account. Since I do not follow the social work fashion of emitting noises like 'Yes', 'Quite', or 'Mm', at intervals, I was sitting in silence. As she had her eyes closed, my stony expression was lost on her. I began to think of ways I could communicate to her the effects she was having on me and find, I suspected, on others she met. I got quietly out of my chair and moved around to the other side of the desk by which she was sitting, and stood with my back to the wall. She continued to tell her story to the empty chair. After a few more moments, I sat on the floor behind the desk, now completely out of sight of her. She went on talking. I waited a little, then shouted, 'Stop!' in the middle of one of her sentences. She must have opened her eyes, for she sounded surprised to find I had gone. Still sitting on the floor out of sight, I explained to her that I had retreated to this position to show her what she had made me feel like doing. She sounded confused and rather angry about this . . . I went back in a state of some anxiety, wondering what this had done to her, afraid that I might have been too brutal . . . She thanked me very much for helping her, and started to talk about leaving hospital and beginning a new life. She said she had needed to be told the truth, and I was the first person to face her with it for years.

Social case histories that are conveyed in this kind of vivid language and style illuminate life just as such works of fiction do. Bill Jordan's description of himself and his client, comparable, for instance, with Saul Bellow's account of his "mad" character, Herzog, being helped to restore his sanity by Will, his brother:

> Will, troubled but controlled, one of the most deeply familiar and longest-loved of human faces looked at him in a way that could not be mistaken. 'Of course I'm worried . . .' Whatever had come over him [Herzog] during these last months, the spell, really seemed to be passing, really going.

Perhaps the successful social worker, who stimulates his client to trust his self-reliance and freedom, communicates to him both his own appreciation of the nature of human existence and his attempt at understanding his client's possibility of regeneration. But a creative understanding of such difficulties and an ability to express the nuances of human behaviour cannot be acquired by studying theses such as systems theory which are expressed in ephemeral jargon. Social work education, unlike the training in most departments of social work today, should include a study of the language and insights of major fiction and drama.

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The laying of a moral foundation

John Dancy outlines the aims of a group set up to reassess ethical criteria within higher education.

The White Paper of 1972, *A Framework for Expansion*, contained the sentence: "The Government have sympathy with the sincere desire on the part of a growing number of students to be given more help in acquiring – and discovering how to apply – knowledge and skills related more directly to the decisions that will face them in their careers *and in the world of personal and social action*" (my italics).

On the day it was published I met one of its authors and congratulated him on that reference to personal education. "Lip service, my dear fellow", he replied, "lip service". Nine years later, we don't even get the lip service. The liberal idea of the university seems to have died so long ago that even its obituaries are out of print. When it comes to allocating resources to higher education, utility seems to rule unchallenged.

Perhaps the adversarial imagery is over-dramatized, and we should talk rather of redressing a balance. It is nevertheless surprising how few voices are raised these days in defence, or even in discussion, of the values which have sustained higher education in this country for the last hundred years. What is even more surprising is that *all* talk of values in HE should have so fallen from fashion. We are not shy of values in discussing the family, or the school curriculum, or social policy of various kinds, but higher education has for some while been a values vactuum.

Some of those who are dismayed by this situation have recently come together to set up the Higher Education Foundation, a charitable body whose purpose is, "to analyse and develop a greater understanding of the various underlying objectives of higher and further education, both direct and indirect, the philosophical basis of such objectives (including the influence therein of Christian and other religious perspectives) and the methods whereby such objectives might effectively and harmoniously be pursued."

The present chairman of the foundation is Professor W. R. Niblett, and its supporters include a large number of people eminent in academic and public life. With the aid of grants from the St Luke's College Foundation and an anonymous Roman Catholic trust, the HEF has commissioned or planned a substantial programme of work. The programme will centre first of all on a series of colloquia. This system has been chosen as a way of focusing the academic debate. Each colloquium is expected to clarify conceptual issues, identify possible areas of research, and lead to publication for a wider audience. It is no coincidence that this method of working is similar to that of the Leverhulme Inquiry whose concerns in good measure complement those of the HEF.

For 1981 the HEF has arranged two colloquia on aspects of HE which raise value questions. The first, held in April, was on study service, the pattern whereby students in HE, as an integral part of their course, are able to engage in some related form of service to the community, eg law students running a free legal advice service, or drama students working in a long-stay children's hospital. The theme of the second colloquium, this month, is validation. It will focus upon the question: who controls the curriculum in HE and how is that control exercised?

For 1982 two further colloquia or conferences are planned, to look at values within the curriculum. One will concern the issue of reductionism in two exemplary fields, biology and psychology; the other will consider the values implicit in degree courses in business studies.

The concept of values here obviously includes the political and social, but the moral, religious and personal are there as well. What unites the foundation is the conviction that values of all these kinds are being overlooked in favour of such criteria as cost-effectiveness, manpower-planning and economies of scale. To put the position more positively is to risk slipping into slogans, but perhaps I can make four points with which the Trustees of the Foundation would probably be in general agreement.

1: We share with all forms of liberal humanism a deep concern for *scholarship*, for the advancement of learning by research and teaching. But we differ from some forms of liberal humanism in taking scholarship as a less-than-ultimate concern.

2: Of ultimate concern are *persons*. We would resist the pursuit or the publication of any knowledge or techniques tending to the degradation or dehumanization of persons. We see persons however not just as thinking but as feeling and choosing, and so we aim at a balance between objectivity and commitment.

3: We also see persons not just as individuals but as inescapably social. Higher education has a responsibility not just for the social welfare of its staff, students, etc. but also to society at large. This responsibility is exercised not just by service, ie by meeting the expressed needs of society, but also from time to time by challenge and criticism.

4: Finally, our perspective implies a special kind of realism about human affairs and institutions. In Lewis Munford's words, we can "renounce the paranoid claims and foolish hopes of the power complex, and accept limitation, uncertainty and eventual death as necessary attributes of life . . . and as the conditions for achieving wholeness, autonomy and creativity."

It will be seen that running through these four points is the theme of balance: "not only A but also B". That is why the position of the foundation may shift in order to correct contemporary imbalances. For example, one who during the period 1935-39 argued a passionate case for upper studies may yet feel in 1981 that *some* the time for *some* good men to come to the aid of purity. What matters is that questions of value are not ignored and, second, that some reasonable balance is maintained when it comes to the answers which issue in policy.

The first notice in *The THESIS* HEF appeared under the heading "Christian study group set up". It is true that the foundation springs from specifically Christian concern. But its concern has found a ready echo among liberal humanists, and the foundation's value position would be more properly described as Christian-compatible than as Christian in any exclusive sense.

In this respect it is in the same position as the Higher Education Group, with which it has now formally united. Many academics will know that HEG as the body that runs stimulating annual conferences, open to all, at such themes as (to name those of the last two years) "The academy, the World and the Young" and "Can Institutions Learn?"

The union of these two bodies will bring strength to both. Both of us are convinced that our concern for values in HE is urgently needed, and that it is something which can properly unite people of a wide range of beliefs. We look forward to hearing from any who share this concern.

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BOOKS

Piecing together the past

Prehistorian: a biography of V. Gordon Childe
by Sally Green
Moonraker Press, £8.95
ISBN 0 239 00206 7

Gordon Childe: revolutions in archaeology
by Bruce G. Trigger
Thames & Hudson, £10.00
ISBN 0 500 05034 1

The Method and Theory of V. Gordon Childe
by Barbara McNairn
Edinburgh University Press, £10.00
ISBN 0 85224 389 8

by T. C. Champion

V. Gordon Childe

The figure of Gordon Childe dominated the field of prehistory in the middle years of this century. He was certainly the most famous prehistorian of his generation, both to fellow professionals and to the general public. In thirty amazingly productive years he wrote twenty books and over seventy articles, spanning an enviably wide range of archaeological fact, method and theory. The breadth of his interests is shown by the diversity of his reputation, for in Europe he was known primarily for his synthetic accounts of European and Near Eastern prehistory, but in America for his discussion of archaeological theory.

Of late, though, he has been largely ignored except as an historical figure. The factual knowledge of European prehistory has progressed greatly since his death, and his concepts of reality, social change and explanation are out of tune with ideas fashionable in recent years in archaeology, while his Marxist leanings have undoubtedly deterred many. There is, however, much that still remains of great value and interest in his writing, and these three very different books make it possible to begin to assess the manifold intellectual richness of Childe, matched among his contemporary archaeologists only by Collingwood.

Gordon Childe was born in Sydney in 1892, the youngest son of an emigrant English priest of very high church persuasion. Though spoilt by half-sisters, he was a loner from the start and rebelled against the austere, traditional and conservative atmosphere of home; he rejected Christianity and turned to left-wing politics. He was a brilliant student at Sydney University, and won a scholarship that took him to Oxford in August 1914, where he pursued his special interests in classical archaeology and philology. He rapidly established something of a reputation as an archaeologist, but also became equally immersed in politics. At Sydney his philosophical studies had included Hegel, Marx and Engels, and he had moved in a circle with strong political motivations. At Oxford his closest friend and flat-mate was Rajani Palme Dutt, later the leading intellectual of the British Communist Party. Childe made no secret of his strongly held socialist and anti-war views despite the fervent nationalistic feeling of the times; Palme Dutt was jailed, and Childe, though not liable to conscription, suffered the opprobrium heaped on conscientious objectors.

After his return to Australia in 1917 he found a post at Sydney University, but participation in a peace conference attended by many extreme radicals proved too much for the university authorities. He was thrown out of his post and barred from consideration for another. Driven from academic life by such blatant prejudice, he turned to politics and eventually became secretary to the Labour leader of New South Wales. When Labour came to power, Childe was sent to London as the government's publicity officer, but he was again dismissed. Disenchanted with Australian political and academic life, he chose to stay in England and return to archaeology.

Sally Green's excellent biography is particularly informative for these early years. He maintained all his life the political friendships formed in Australia and Oxford, and his Marxism had firm emotional and intellectual foundations. He had, however, learnt the consequences of his unpopular views, and, though too honest to moderate them, found ways of giving less offence. Many did not want to believe that he was a Marxist, and found such habits as his asking for the *Daily Worker* in smart London hotels no more than provocative, but acceptable, practical jokes, but beneath the jocular exterior was a firmly held commitment which was to be one of the main inspirations of all his work.

When Childe returned to archaeology, the subject was at a turning point. The main battle of the nineteenth century, to establish the antiquity of man, had long been won, but full realization of the enormous variability of the archaeological record was only just beginning to dawn. All over Europe archaeological material was being collected and studied, but no general picture was emerging clearly. The discussion was couched predominantly in terms of diffusion, or the spread of innovations from a single place of invention (often by migration or invasion) and evolution, or the local development of societies and their culture. Childe's achievement was not only to produce a synthesis of all this material, but also to refine a methodology for doing so.

Childe established a tradition of pan-European studies; he was an inveterate traveller and correspondent, and was himself able to read most European languages. With his unparalleled knowledge of the material, he was the first to provide a coherent account, in a series of books such as *The Dawn of European Civilisation* and *The Danube in Prehistory*. It is the more remarkable, as Sally Green shows, that the research and writing for these books were done when Childe was in financial straits and looking for permanent employment.

Bruce Trigger is already well known for his admiration of Childe's historical treatment of archaeology, and his intellectual biography, arranged in chronological order, is a particularly good guide to the complex changes in Childe's thoughts in these formative years. He was attempting to explain how Europe developed a distinctive civilization that eventually eclipsed the Near East, one of the central problems that occupied him for thirty years. The question was closely bound up with that of the original focus of the Indo-European language, and both Childe and Gustav Kossinna, the foremost German prehistorian of the day, had been trained in philology. Childe remained throughout his life a supporter of diffusion, but in the early editions of *The Dawn* he put great emphasis on the individual evolution of Europe through purely internal causes.

It has been unfairly suggested that Childe had already exhausted this line of thinking by the early 1930s, but as Trigger and McNairn both show, his ideas developed in several ways. Most importantly, he came to realize that the true object of the prehistorian's interest was not the material culture of past societies, with questions of origins and innovations, but the changing structure of the societies themselves. In this, he foreshadowed one of the principal concerns of modern archaeology, but stood apart from the artefact-obsessed majority of his contemporaries. His later books on these same European themes, *Social Evolution* and *The Prehistory of European Society*, are still worth rescuing from their current neglect.

Childe's views of diffusion from the Orient also fluctuated. "The writer cannot help being influenced by the interests and prejudices of the society to which he belongs", he wrote, and he was himself a clear example of such influence. In arguing for an important native contribution to the evolution of European society he was coming near to the views of Kossinna, who at his most extreme proposed Germany as the centre from which all civilization had diffused. In *The Aryans* Childe had explored the European exploitation of Oriental ideas; the discussion was heavily imbued with linguistic considerations, and he argued that the Indo-Europeans were superior in language and intellect. In later years, with the rise of Hitler, such views became anathema to Childe; he regretted *The Aryans* and never referred to it, and in reaction to Kossinna's extremism played down the role of the native contribution to European society. Later editions of *The Dawn* emphasized diffusion from the Orient, and it was only in his last years that he again moved nearer to his original views, apparently forgetting that he had ever held them.

In order to produce such a synthesis, Childe had first to develop a method. In these early works he is found operating with many of the methodological tools now commonplace in archaeology: the ideas that objects associated in a context such as a house or a grave were contemporary, that long cultural sequences could be built up by observing stratigraphical successions of such associated groups, that synchronisms between different sequences could be established by identifying links between them, and that absolute dates could be provided by linking sequences ultimately to one with firm historical dates, were all given practical demonstration. Though Childe never fully discussed these concepts until his *Piecing Together the Past* of 1956 (still one of the best guides to how archaeologists work), prehistory had been given a new mode of operation.

But Childe was trying to do more than merely organize the material, he was trying to write a history of prehistoric times. To do this he adopted from German prehistorians the concept of a culture, defined as the recurring assemblage of certain types of object and interpreted as the archaeological manifestation of a specific social group. The observed archaeological record was thus translated into past society. This simple but powerful idea proved very attractive to a generation of archaeologists, and cultures multiplied, frequently based on no more than a style of pottery decoration. If it can now be seen as too simple a formulation of the relationship between material culture and social grouping, it was a necessary step in developing an understanding of the past.

Childe's reputation was made overnight with the publication of *The Dawn*, and his future secured. He was offered the newly established chair of archaeology at Edinburgh, where he stayed for nearly twenty years before moving to the Institute of Archaeology in London. The Edinburgh years were marked by conscious attempts to promote archaeology beyond the confined academic circle. His books, *Man Makes Himself* and *What Happened in History*, were serious attempts to present the most recent archaeological thinking to the general public, and brought him wider recognition. Scottish archaeology in 1927 was parochial, backward and amateur, and as the only professional academic in the country Childe assumed the responsibility for revitalizing it. Though never an enthusiastic fieldworker, he dutifully undertook an energetic programme of excavations, most notably at the neolithic village of Skara Brae on Orkney. Childe's reputation as a digger has been poor, but as Trigger rightly suggests, it is time to reassess it. He dug efficiently, with a precise purpose in mind, and was conscientious about prompt publication, which is more than can be said for many of his contemporaries.

He found Scotland uncongenial; though he grew to love the Highlands, he was divorced from the intellectual and political companionship he needed, and spent much time in London or travelling. Life was transformed by his move to London after the war. The Institute had only postgraduates, with whom he rapidly established a lasting rapport, unlike the Edinburgh students who found him a stimulating, if somewhat bewildering, teacher, but an unapproachable person. He resumed his political contacts with vigour, forming close associations with many left-wing and communist publishing ventures, and enjoyed the good food, good company and bridge tables of the Athenaeum.

The intellectual output of these last ten years is some of his most interesting and most neglected work, for in addition to returning to the theme of the distinctiveness of European civilization, he began to think more deeply about the nature of prehistory, and much of this later work is as philosophical as it is archaeological. He turned in particular to epistemology, and in addition to the inevitable influence of Hegel and Marx, he was also familiar with the work of idealist philosophers such as Croce and Collingwood, but apparently not with the positivists.

Barbara McNairn's lively and accessible introduction to some of the main themes of Childe's thinking, liberally illustrated with quotations, gives considerable space to these largely unfamiliar works. Their neglect is perhaps understandable, since they were offered to an archaeological world still bogged down in chronological and typological niceties, and chary of anything theoretical, let alone Marxist. When some years after his death a renewed interest developed in the method and theory of archaeology, it was based on very different philosophical foundations. This new discussion has been concerned almost exclusively with explanation, and in particular with the search for explanatory laws, and has had little use for Childe. In these post-positivist times, however, he is worth reconsideration.

There is much to reconsider. He wrote extensively about the nature of the past and the appropriate methods for studying it. He conceived historical reality as creative and changeful, and hence not subject to immutable laws or totally predictable, but certainly patterned, and so capable of rational study. He thought much about the comparison between biological and social evolution, and the role of Marxist analysis in the study of the latter. Above all, and more than any other writer before or since, he faced the critical problems of how knowledge of the prehistoric past is possible, and what sort of knowledge it is. He was fully aware of the difficulties of arguing from present observations to past realities, and of the inescapable influence of the contemporary context. In all these he was formulating problems which are only now being fully appreciated.

These three books together enable us to begin to understand this complex character. Childe the man was shy and sensitive, and hid the depth of his true feelings, yet enjoyed company; an uncompromising intellectual with a passion for music and creamcakes. It would be too much to expect total consistency of someone whose intellectual range had been so wide, but it is marked by some surprising contradictions. To himself, and to his British colleagues, Childe was a Marxist, and his admiration for Soviet Russia was genuine; yet to Soviet archaeologists, who felt that he did not pay sufficient attention to the class struggle or the laws of the dialectic, he was considered not to have thrown off all the errors of bourgeois science. He was also firmly committed to the view that archaeology had a practical value, particularly in guiding modern action; but that supposed that the results of such action were predictable, which did not accord with his thoughts on laws governing human society and history. He described his methods more explicitly than most of his contemporaries, and cleanly tried to test his hypotheses, yet one of his most fundamental assertions, that the distinctiveness of European society rested on the uniquely free status of craftsmen in prehistoric Europe, was mere assertion, untested and unsupported, and probably unsupportable. Perhaps most extraordinary for a man of such wide learning were his blind spots: he seriously misconceived some historical phenomena, such as the nature of medieval towns, the Industrial Revolution and craft specialization, and above all was irredeemably Eurocentric. He cared little about America or Africa, and regarded the Near Eastern and European tradition as the true path of progress. The emergence of complex societies in America, which should have caused him to reconsider his ideas about the importance of metallurgy to civilization, was dismissed as of no interest. Childe may not have found the way to resolve such conflicts, but the problems with which he was grappling are still central to modern archaeological debate.

Nothing symbolizes the relationship of Childe and his colleagues better than the circumstances of his death. When in October 1957 his body was found at the foot of a mountain in Australia, many refused to believe that it was suicide, just as they refused to believe he was a committed Marxist. The cause of it was not just depression at the cultural desert he found on his return to Australia, or disillusionment with Russia after the invasion of Hungary, or even the realization that new methods of dating were going to upset the whole of his conception of European prehistory. As we can now see from a remarkable statement written a few days before he died, and comments to friends recorded by Sally Green, it was rather the rational conclusion of someone who no longer had the intellectual energy to begin his studies again and had no wish to play the elder statesman – aided by personal experience, no doubt, he regarded gerontocracy as the "worst possible form of leadership" and a hindrance to the spread of progressive ideas. He firmly believed that he had no further contribution to make to archaeology, and that in such circumstances a sane society would regard euthanasia as a "crowning glory".

How sad that in death, as in much of his life, his beliefs were not taken seriously.

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BOOKS

Did we fall, or were we pushed?

Retreat from Power: studies in Britain's foreign policy of the twentieth century
volume one: 1906-1939; volume two: after 1939
edited by David Dilks
Macmillan, £10.00 and £4.25 (each volume)
ISBN 0 333 28909 9 and 28910 2 (volume one); 29319 3 and 29320 7 (volume two)

The theme of the decline of Britain from her position as one of the major powers (if not as the only *world* power) in the twentieth century is one which has been much belaboured by British and other historians in the last two decades.

The origins of this development can be found in the Cabinet Office histories of the 1950s and early 1960s, long before the revision of the old Fifty Year Rule in 1967 to Thirty Years released the archives of British government for the interwar years to detailed historical study. These histories, appearing at a time when public debate over current foreign policy preoccupations centred on the disparity between British strength and Britain's strategic commitments overseas, carried considerable conviction. Indeed most of the work on British foreign policy published since the release of the interwar archives in 1967 has been concerned with working out the details of this interpretation. The work has involved a good deal of revision of what was hitherto regarded as received wisdom about the follies and socially generated misperceptions of the mainly Conservative governments which held office from 1919-1939.

This latest collection of pieces, edited by Professor Dilks of Leeds University and mainly comprising work either originated by the university's pool of historians of British foreign policy or by distinguished visitors to the university, would seem in some sense to continue this development. Keith Wilson's essay, first in the first volume, "British Power in the European Balance, 1906-1914" (which should surely have a question mark at the end) argues that Sir Edward Grey's much advertised concern for the balance of power in Europe arose from anxiety not so much about Britain's vulnerability to German military predominance in Europe than to French and Russian threats to the Empire and India. Professor Medlicott's Creighton lecture of 1968 (long out of print and here reprinted) on the British search for an accommodation with Germany 1930-37, and his new piece on the Hoare-Laval pact both centre in the changing perceptions of Britain's power and authority held by the professional advisers on foreign policy in the 1930s, perceptions which bore not only on Britain's strategic weaknesses but also on the justice of German claims for the revision of the Versailles settlement and Italian claims to a colonial "civilizing" mission in Africa. Indeed his comment that the Hoare-Laval pact was not the example of "the old diplomacy" that it was denounced as constituting, but a proof of the imperfections of the new diplomacy, is likely to provoke a good deal of astonished recognition and even more denunciation by those for whom new ideas are unwelcome.

The late Lord Strang's account of the abortive Anglo-Soviet negotiations for an alliance against Hitler in 1939 (another reprint of a long out of print lecture delivered at Leeds) is equally inclined in the end to put the responsibility for the breakdown in the negotiations to the relative military strengths of both sides as perceived by the Soviet authorities. Dr Taylor's account of Foreign Office attitudes to the press during and after the First World War and the Canadian, Dr Norman Hillmer's account of arguments in the run-up to the Statute of Westminster (1931) on the reconciliation of dominions concern for the independence of their foreign policy with the doctrine of the diplomatic unity of the Empire, both break new ground in reminding us that perceptions of British power depended both on the relationship of the increasingly independent-minded white dominions with Britain's foreign policy-making apparatus and the importance of the public's attitudes to British foreign policy manoeuvring.

This emphasis on "perceptions" is of double importance to the historian both for his understanding of how the subjects of his study defined the possibilities of action open to them and for his *ex post facto* assessment of that definition. It is interesting therefore to find Professor Dilks contributing both a pioneering piece to the first volume on "Appeasement and 'Intelligence'", but also in his introduction to the volume broaching (though not altogether answering) the question whether nineteenth-century Britain ever enjoyed the all-inspiring status of prime world power which would make talk of a "decline" or "retreat" at least before 1939 historically valid.

That there has been a genine retreat since 1939 (the theme of the essays in the second volume) would seem less open to argument. The six essays in this volume, four on the events of 1939-45, and two only thereafter, are only opening shots in the re-examination by historians, with access to the internal records of Britain's policy-making, of the political assumptions and "authorized versions" of the process of that retreat. It is this which makes Professor Dilks's introduction, a survey of British foreign policy from 1930, particularly valuable. Indeed his view that Britain exercised an influence in world politics disproportionate to her power for twenty years after the end of the Second World War is striking in itself (though it is possible that it also reflects Professor Dilks's own apprenticeship as historical assistant to Anthony Eden and Mr Macmillan in the preparation of their memoirs).

In retrospect, there are four moments of choice which strike one as most indicative of British weakness of counsel: the loss of Bevin's vision of European unity between January 1948 and March 1950; the British inability either to prevent or resolve the lunacy of the proposed European Defence Community until *after* the French National Assembly had destroyed it; the bureaucratic arthritis which delayed the final formulation of Mr Macmillan's new European policy until after the ratification of the Treaty of Rome (which destroyed its basis); and the failure of Mr Macmillan's "winds of change" policy to prevent the anti-colonialist rhetoric of the new Commonwealth members from destroying Britain's position in the United Nations.

The essays in this second volume, Professor Dilks's on Chamberlain and Churchill in 1940, Lord Strang's general survey of British foreign policy from 1939-1945, Dr Ross's account of the tragicomedy of Churchill's visit to Moscow in 1942, Professor Gowing's superb synthesis of the diplomatic side of her three volumes on British atomic policy 1939-1952, Professor Gopal's perceptive account of Jawaharlal Nehru's concept of the Commonwealth – which came into such marked conflict with that of Lord Avon at the time of Suez and began the divorce of Britain from the Commonwealth which Mr Macmillan tried so manfully to repair – and Dr Edward Spiers's all too timely and relevant examination of the dilemmas and misconceptions underlying Britain's current nuclear deterrent policy, are all of considerable value in themselves. They do however reflect the much less advanced state of historical work on British foreign policy since 1939, which Professor Dilks's introduction does so much to illuminate. The question remains: to what extent was the retreat to which he refers the voluntary product of misconception or the enforced consequence of the arrival on the world scene of a much larger body of equivalently strong or more powerful powers?

To answer this question may require that historians of British foreign policy integrate into their understanding and exposition of the subject not only the strategic and organizational factors in which they have been the pioneers, or the area of perception, misperception and propaganda in which Dr Taylor is one of the pioneers, but the industrial, economic and financial components of interwar und postwar diplomacy which are still largely unexplored.

D. C. Watt

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Diplomacy of the Cold War

The Adversaries: America, Russia and the Open World 1941-62
by Michael Balfour
Routledge & Kegan Paul, £10.50
ISBN 0 7100 0687 X

The Diplomacy of Silence: the American Foreign Service, the Soviet Union, and the Cold War, 1933-1947
by Hugh De Santis
University of Chicago Press, £13.80
ISBN 0 226 14337 6

In the 1980s, as memories of the early years of the Cold War fade, histories of East-West relations in that period will have to do two things: firstly, set out the facts of the 1940s and 1950s as clearly and fairly as possible, and secondly, do their best to explain, with the maximum both of documentation and imagination, why exactly it was that the Grand Alliance led by Roosevelt, Churchill and Stalin failed to maintain its unity after the victory of 1945. One day, perhaps, there will be interpretations of Soviet policy based on access to the Soviet archives, in the way that western writers from Herbert Feis to Daniel Yergin have been able minutely to dissect the documentary evidence on the policies of the West; but that day, alas, is still far away.

Meanwhile, students, teachers, and general readers have to rely on books based on detailed documentation of the West's confused motives, and mere guesswork about what exactly the Russians wanted. Such readers will find much enlightenment in the lucid pages of Michael Balfour's account of the wartime origins of the Cold War, and of the course which it followed until the Cuban missile crisis of 1962.

As a prewar tutor in Oxford and a post-Robbins professor at East Anglia, the author developed great skill in expounding complicated subjects to students; as a civil servant he obviously perfected the art of concise and cogent writing; and his official career gave him the added bonus of observing, as he modestly puts it, "in the role of cat looking at king", many of the main protagonists in the story, including Churchill, Bevin, Mikoyan, Macmillan and Khrushchev.

Professor Balfour's account of the development of the Cold War is a model of economical writing and balanced judgment. In just over two hundred pages he surveys the promise and the tensions of the Western alliance; the widening gap between American ideas of a worldwide market economy and Soviet concern with control of Eastern Europe; the growing rift over Germany and the repercussions of East-West tension in Korea, Cuba and elsewhere; and the process by which Khrushchev and Kennedy, after the "eyeball-to-eyeball" confrontation of late 1962, took steps to ensure that any future conflicts would be managed by the super powers in the same non-escalatory way they had employed in 1962.

The render is filled with admiration for Professor Balfour's achievement in compressing so much into such a short space, and producing a textbook from which younger readers in particular will greatly benefit. However, two questions arise. First, why does the narrative stop in 1962, giving the detailed story of the first 17 postwar years and saying nothing about the last 19 or 20? Even though there is a lot in Professor Balfour's conclusion that by 1962 the leaders of the two super powers had realized that nuclear parity had made them "intimates" as well as adversaries, the story of how their relationship has developed since then is still well worth telling. Secondly, what is the precise connexion between the author's superb account of the 1940s and 1950s and his "concluding reflections" on economic growth, social change, and international organization? I hope that in a future edition Professor Balfour will expand this most welcome little book to bring the story up to date and explore the connexions more systematically.

The Diplomacy of Silence by Hugh De Santis aims to carry out the second task of Cold War historiography suggested above: not a blow-by-blow narrative of events but a penetrating attempt to assess an important dimension of the East-West conflict – the mentality of the American professional diplomats who advised the Truman Administration in 1945-47.

The author has perused the official and private correspondence of this select band of influential Americans with careful attention, with the result that he usefully goes beyond the rather simple stereotypes of "Yalta" and "Riga" men (pro and anti-Soviet respectively) employed by Yergin and other writers. Dr De Santis builds up a complex picture of a group of professional diplomats isolated from the mainstream of American life, cross-pressured by the way their hopes of postwar cooperation with Russia clashed with their ingrained distrust of communism, and in many cases advising tough resistance to Soviet expansion because they either equated Stalin's policy in 1946 with Hitler's in 1938, or in some cases positively preferred the latter.

The author has studied his sample of diplomats closely enough to know their personal qualities very well – one of them is "ambitious and highly intelligent", another is "pleasant and dependable", and a third is "articulate and conscientious". As a work of social science, the study does not fully establish its main thesis – that the background and mentality of American career diplomats predisposed them to give alarmist advice about Soviet intentions – because the number of variables and the complexity of the evidence are too great to be conclusively handled. However, the book gives a fascinating and most readable picture of a group of talented individuals caught at the point of intersection between American society and a new world which they only dimly understood.

While we are waiting for a study of how Stalin's men were reporting from Washington and other western capitals, this account of Truman's envoys in Moscow and elsewhere in Eastern Europe makes an important contribution to the historiography of the Cold War.

Roger Morgan

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America's big march

Over Here: the First World War and American Society
by David M. Kennedy
Oxford University Press, £10.95
ISBN 0 19 502729 10

The First World War has had an ambiguous position in American history books. It involved widespread, if uneven, punishment of dissenters; it engendered high, moralistic hopes that led both to cynical, postwar disillusion and the "Red Scare" witch-hunts. Yet it was also a time of experiments in economic planning, government intervention for better industrial conditions, and increased unionization.

David Kennedy connects these and other facets of America's wartime experience. He retells an old story very well and adds new perspectives. President Wilson did indeed recognize that the country's sudden propulsion into war would cause ugly things to happen at home. Yet deep-rooted cultural attitudes made him one of the first to legitimate intolerance of dissent, which then became a complex interaction between Federal policies and local vigilantism. Contrary to a popular assumption, however, reformers of the prewar Progressive era were *not* easily sidetracked into militarist crusading: Kennedy establishes the diversity of their responses to war. (Even after the US entered the war, some high officials – in a characteristically American way – hoped that dollar aid to the Allies could be wholly substituted for live fighting bodies.)

Yet one of Kennedy's central arguments is that the government's domestic wartime policies, in economic matters as well as recruitment and morale, rested on Progressive notions of public education for social unity (propaganda) rather than legislated command. Some vagueness about War Industry Board rules and operations biases Kennedy's case, but he has a point. Similarly, the gains made by organized labour in the war did not last beyond it, partly because they rested less on legislation than on government contracts and a government support specifically linked to the war effort.

The purpose of *Over Here* is not simply to show the effect of war on a society but also to perceive the historic currents that surfaced at a time of national crisis. The book's range is impressive, from the politics of fiscal policy to the different uses of the war made by two generations of writers. Kennedy is, I think, the first author to explain to a general audience the extraordinary way in which a corporatist government, having disrupted the radical Industrial Workers of the World (the "Wobblies") in western logging camps, sought to replace them with a union organized by the *army*, the Loyal Legion of Loggers and Lumbermen, or "L-L". Much is made, likewise, of the way ethnic divisions and the country's high proportion of immigrants excited ultra-Americanistic anxieties.

What the book does not discuss is the amount of working-class opposition to the war, fuelled by inflation and by different class perceptions of the war's necessity. As David Thelen has observed, historians have underestimated this opposition because of its relative lack of organization and lack of access to the shrilling engines of propaganda. Though in its repressive, encompassing way, David Kennedy says due and interesting things about women, blacks and the "doughboys" at the front, he says remarkably little about the lot of the ordinary civilian.

Thus the American experience in the First World War still awaits its "new social history", told "from the bottom up". If Kennedy does not fill this need, he does just about everything else. He writes vividly, and he knows how to pace his readable narratives by inserting a pithy biography or a passing allusion to a wider historical frame. His work should move anyone who is concerned with the awful conjunctions between modern war and civilian society.

Rupert Wilkinson

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BOOKS

Shield-maiden

The Legend of Brynhild
by Theodore M. Andersson
Cornell University Press, £13.50
ISBN 0 8104 1302 8

At first sight this book looks fashionably feminist. Its opening statement claims Brynhild as "the paramount figure of Germanic legend," and promises to argue the point that the story of Sigurd/Siegfried is really about the women and not the man. The approach is rather less fashionable. It is based on the theories of the Swiss critic Andreus Heusler, who died in 1940, concerning the way in which epic songs and lays expand and develop and combine with one another, so that the characters in them change as well.

Brynhild is indeed fascinating. Much of the fascination she holds for us in the extant literature, though, arises precisely from the fact that there is not one but several Brynhilds. She is a shield-maiden; she is betrothed (or not) to Sigurd; she fails to out-bitch Kriemhild and takes murderous revenge on the hero; and she appears in memorably emotional turmoil in a poem in the Norse Edda, in which the death of Sigurd causes her to laugh, just once, and then to weep for her own destruction of a relationship that might have been. From this plurality Professor Andersson seeks to derive a single Ur-Brynhild.

Critics dealing with the way epics have grown and changed, and pursuers of the origins of a myth, must of necessity work backwards, and conjecture and reconstruction very soon arise. So does the danger of accepting totally, and then arguing from, a text we do not really possess. Professor Andersson is an honest critic, and aware of these pitfalls, but in his quest for Brynhild he must *still face the fact* that the Edda, the collection of Norse poems with which he begins, includes very few poems that really centre upon Brynhild. That these few are mostly referred to as "Sigurd-poems" is an unfortunate, but long-recognized fact.

Because there are so few genuine Brynhild-lays, however, Professor Andersson is forced to place a great deal of emphasis on the reconstructed "Long Lay of Sigurd". And already with the Edda we begin to feel that the interests of this book are rather different from those implied in the title. There is a full discussion, for example, of the poems about Sigurd's youth, and of those about Gudrun, her rival, which are not always very informative on Brynhild. We become even more dubious when, after an analysis of the first part of the Germun Nibelungepic, we are faced with a full chapter on the later German poem of Horn-Skinned Siegfried, in which Brynhild does not even appear.

In his conclusion, though, the author presents us with his original Brynhild, whom he sees as a "paradigm of determination," an embodiment (though not a triumph) of the will. This figure, however, is still pretty shadowy, and owes much to a long-standing confusion with Sigrdrifa, a kind of prophetic valkyrie awakened by Sigurd on a flame or shield-encircled mountain in another Norse poem. For the author, this Brynhild turns into the victim of an emotional betrayal by Sigurd who either does or does not take her virginity on behalf of her husband, King Gunnar. The passage from one Brynhild to the other remains unclear in spite of this book.

In passing, the author draws parallels with other dominant figures in Germanic legend, but he omits Hilde, from the German Kudrun-saga, and also one of the historical ancestresses of Brynhild, the murderously dominant concubine-turned-queen Fredgund of the Franks, whose rival was actually, if confusingly, called Brunichildis.

The book has several merits. It provides the specialist scholar, at whom it is primarily aimed, with a good survey of Nibelung-research in general. For the non-specialist, its admirable clarity will doubtless encourage a reading of the various works. But – and it is a large but – the book does not tell us much about Brynhild and her legend. The shield-maiden is a long way back, and it is doubtful whether she is really related to Gunnar's disturbed and somewhat violent queen. The readers of the extant works will still come away with a variety of different Brynhild-images.

Even in the Edda poem that is most closely concerned with Brynhild, Gunnar is worried in the main about her dowry. Perhaps the feminists may find food for thought in that.

Brian Murdoch

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Eighteenth-Century British Books: an author union catalogue brings together items held in the British Library, the Bodleian Library and the University Library, Cambridge. It is in five volumes, the first three of which (A-C, D-G and H-L) are already available, while volume four (M-R) will appear in August and volume five (S-Z) in November. Published by William Dawson for the Project for Historical Bibliography, the set of five volumes costs £1,250.

Patterns of poetry

French Symbolism and the Modernist Movement: a study of poetic structures
by John Porter Houston
Louisiana State University Press, £12.00
ISBN 0 8071 0593 7

Calligrammes
by Guillaume Apollinaire
translated by Ann Hyde Greet, with an introduction by S. I. Lockerbie
University of California Press, £12.00
ISBN 0 520 01968 7

John Porter Houston's book is a timely reminder of the distance that now separates us from the previous *fin de siècle*. In his evaluation of a period of intense and conflicting ideas, apparently dominated by sharply individual talents, he has contrived to find a general sense which, out of a time of experiment and transition, shows the forces which led towards the principal literary preoccupations developed during the twentieth century.

Symbolism is seen largely in terms of poetry and concentrated, though not exclusively, in France; it is considered in broad historical terms as the movement immediately preceding "what is usually called modern poetry". This Houston traces in examples from several western literatures, through works by writers such as Eliot, Stevens, Yeats, Rilke, Apollinaire, Guillén, Montale and Lorca. His method is not historical, but rather an attempted synthesis of the technical and stylistic features which most strongly mark the transition between the rhetorical tradition, which began to give way in France in the second half of the nineteenth century, and most significant forms of experimental writing of the twentieth.

It is difficult to summarize in a word or two the findings of a work of commentary as wide-ranging and detailed as this; but the general thesis is that, with the development of French Symbolism, the traditional techniques of poetry, based largely on argument, are weakened and begin to be replaced by "patterns of feeling". Houston sees the broadest manifestations of this process in the attempts of poets to discover or invent new combinations of language in order to convey recondite or fluid acts of perception. "The Poetry of Consciousness" is accordingly the foundation of the book and the title of a major chapter, which is then developed in its two main technical aspects, "Style" and "Symbolic Structures", each a chapter in itself.

The final chapter is on the treatment of universal themes, death, renewal and redemption, which, Houston argues, are more fundamental to twentieth-century poetry than the theme of poetry itself, which is often taken to be its main concern. Five poets are considered here: Apollinaire, Montale, Lorca, Yeats and Rilke, each for his personal contribution to techniques of symbolic representation. In modern poetry, ideas are formulated in a cryptic, fragmentary or ambiguous way, providing a wider field of possibilities than hitherto, so that often there appears to be little in common between individual authors.

Houston has tried to sort out the techniques that have most obviously marked or motivated the transition through the "post-rhetorical" period and to assess the contribution of the authors responsible. The initial impetus is seen to come strongly from France. Verlaine and Rimbaud are shown to have played a dominant part, with Mallarmé, Laforgue and, to a lesser extent, Corbière (Baudelaire does not figure largely). The minor Symbolists are used referentially to illustrate the development of modes or forms which were to be taken up by major talents elsewhere.

Houston underlines the "vast technical importance of Verlaine's discoveries" in all areas of the poem: the development of the "mood poem" which gave the example of poetry in which subjectivity and objectivity are merged or confused in an apparently descriptive technique, as in *Romances sans Paroles*; the loosening of prosody; the conveying of an inner psychological drama by carefully chosen symbolic structures (*Fêtes galantes*). He gives prominence also to Rimbaud's innovations, not only in the prose poem, but in some of the early verse (*Les Poètes de sept ans, Les Premières Communions*) in which he detects the presence of techniques similar to those towards which realist fiction was moving and with which Eliot and Pound would later experiment. Mallarmé's example is treated at length: his experiments with grammar and syntax to achieve a new impersonality, commensurate with his religion of art; the creation of multiple levels of sense through symbolic images; his use of *vers libre* in his last poem, "*Un Coup de dés jamais n'abolira le hasard*". *Vers libre*, too, is part of Laforgue's experimental contribution, while implications for fiction as well as poetry are present in his use of an inner monologue based on the "recurrence of motifs".

This thoughtful and original book provides a valuable extension to our perspectives on Symbolism. It keeps clear of all polemic, apart from a summary dismissal of the biographical approach to cryptic texts, and does not attempt to trace or measure influences. Exegesis is, however, part of the method, and the author brings valuable insights to works of the main Romance literatures, as well as American, English and German. Translations are provided for all the foreign language texts quoted, the aim of which appears to be to bring out the sense of the original without attempting to imitate its special resonance, and there is a courageous attempt at an English rendering of the *Coup de dés*.

Translation is the main purpose of the edition of Apollinaire's *Calligrammes* published by the University of California Press, and the texts are printed with the English version by Anne Hyde Greet on the facing page. This work, first published in 1918, follows on directly from *Alcools* (1913) and combines the last of Apollinaire's prewar poems with a number of those which he wrote during his period of active service, from December 1914 to March 1916, when he was wounded in the head by shell splinters, and with a small number of important poems completed during the last period, before his death from Spanish flu in November 1918.

The eponymous calligram is an experimental form in which a poem is arranged in patterns on the page instead of in the familiar sequence of lines. Twenty of the 84 poems are clear examples of this form. As S. I. Lockerbie points out, the possibilities of spatial expression are immense, and would almost certainly have been developed by Apollinaire if he had lived. Some of those he published have a direct visual impact, such as *Il pleut*, where the letters drift down the page from top to bottom, or the representation of mandolin, carnation and bamboo in the poem of that title, where the message of the writing extends and dramatizes the immediate image. As they stand, the calligrams are one of the forms used by Apollinaire to suggest simultaneity – indispensable, in his view, to the registering of the increased complexity and speed of life in the modern world. For the most part, however, the book is written in a more orthodox, though still modernist, style, much of it in *vers libre* in which Apollinaire attempts to find a style equal to the expression of his reactions, particularly to the immense conflict in which he took part and which he sought to integrate in his vision of the artist as explorer of the future.

The translator has aimed at a close rendering of the text, following the typographical layout of the original, but not attempting metrical niceties. Though inevitably much is lost, the play of images and the ordering of themes emerge well from the English version. This well-produced edition should do much to further the knowledge and appreciation of Apollinaire among English readers.

J. C. Ireson

J. C. Ireson is professor of modern French literature at the University of Hull.

Special pleading for a national classic

Goethe's Faust: the making of part I
by John Gearey
Yale University Press, £11.95
ISBN 0 300 02721 8

Goethe's *Faust*, despite being universally acknowledged as the greatest work of German literature, has not yet gained the kind of recognition accorded by the general reader to, say, Dante's *Divine Comedy* or Cervantes's *Don Quixote*. It remains problematic. The aim of this book is to "provide an apologia" for *Faust* as a great work of art in the canon of world literature.

John Gearey's chosen method for achieving this is arresting if only for its boldness and eclecticism: he claims that a knowledge of the making of the work is essential for a full understanding of its meaning, and that this entails bringing to bear facts of biography, of intellectual history, and of other works of Goethe's that seem relevant. For *Faust*, says Gearey, is best read as a reflection of Goethe's struggle over some sixty years with refractory material, a struggle made all the more strenuous by the way he changed and matured between successive stages of composition. Gearey admits that this is an "unusual" method of reading, but he gives no sign of recognizing that the method undermines the aims he has set himself. Few readers will readily entertain the idea that *Faust* is a work of art when the term has to be stretched to include "the growth of its author as thinker and writer"; and fewer still of the English-speaking readers he is addressing will be much enlightened by references to works much less well known.

The reader's initial resistance will unfortunately only be stiffened by the opacity of the "argumentation" deployed to underpin the author's thesis. Statements of a stunningly apodictic kind, for example, "where there is magic there is no morality", and vague, undifferentiated concepts are made to do duty for clear reasoning. He is also unlikely to convince with his argument that *Faust* is a tragedy simply because it "insists on an inherent contradiction in the human condition" since this fails to distinguish it from comedy! Most damaging of all, however, is the author's failure to draw a distinction between "process" on the one hand and "product" on the other, which results in a thorough-going confusion of what was problematical for the writer with what may be difficult for the reader; there being no reason to suppose that the two are identical.

An equally uncritical employment of out-dated periodizations seems to blind the writer to the significance of the breakthrough made by the distinguished British scholar, Professor Elizabeth M. Wilkinson – on whom he draws heavily: the material Goethe uses in *Faust* is not rooted in its age, as he – following earlier critics – would have it, but is, as she puts it, "diachronic", that is, it stretches back through the whole length of the western tradition. Once this point is taken, the relevance of the work to an age like our own, in which the traditions of the past are fast being eroded, emerges clearly – far more so than from Gearey's narrow preoccupation with Goethe's life and times: *Faust* is intended to make us feel at home in the cultural world we have inherited. Such neglect of the scholarly debate is, however, wholly typical of Gearey's way with the secondary literature: he cites all the important figures, but comes to terms with no one.

In effect, instead of a reasoned and accessible contribution to the debate, what emerges is a regular repetition of his main point (he draws attention to his own repetitiveness on several occasions), encumbered by a great deal of information the relevance of which is never established. Indeed, the insights he does offer (for example in respect of the characters of Mephisto and Faust) are arrived at quite independently of the framework he asserts is essential. Far from rescuing *Faust* from the widespread scepticism which claims for its greatness arouse, Gearey's emphasis on the way the themes treated broke the bounds of conventional art in order to form a "meaningful, if less than philosophical whole" – whose delineaments he at no point analyses – will, I fear, only confirm this prejudice.

The work does not read like the apologia it is intended to be; it creates an impression, rather, of special pleading. The shakiness of his case is reflected, too, in the language – and not only in the extreme tentativeness of over-used phrases such as "one senses" and "one suspects" – but also in a style at times so turgid as to be unintelligible.

R. H. Stephenson

Dr Stephenson is lecturer in German at the University of Glasgow.

DAILY MIRROR STYLE –
The Mirror's Way With Words
by Keith Waterhouse
Waterhouse's witty dissection of the language of tabloid newspapers.
Available from Mirror Books Ltd., Artane House, 59/72 Shoe Lane, London EC4P 4AB. Tel: 01-822 3436.
Price £3.50 plus 30p p&p.

BOOKS

Gobbling up the countryside

Rural Conservation in Inter-War Britain
by John Sheail
Clarendon Press: Oxford University Press, £16.50
ISBN 0 19 823236 5

Planners have long been seen as villains by the public – largely on the basis of what has happened to some of our city centres. So much so that those who are now arguing that the time has come to protect the landscape from agricultural change with planning controls are asked how they could possibly want to see more planning in view of the damage it has done in the past. In chronicling the efforts of local planning authorities to curb the encroachment of building on the countryside in the 1930s, John Sheail's new book demonstrates clearly how ill-founded such attitudes are, while at the same time establishing clearly the true origins of planning in Britain. It is a pity, however, that in such a thorough and comprehensive work, the excellence of the text is not matched by the illustrations, the presentation of which leaves much to be desired.

It has usually been assumed that the new thinking that bore fruit in the 1947 Town and Country Planning Act, which nationalized development rights in land, came from London-based pressure groups. But Sheail also provides a heartening and interesting account of the pioneering work carried out by those local authorities that managed to muster the technical skills required to launch a broadside attack on the building development that was gobbling up the countryside. Country estates were sold to speculative builders who covered them with houses without even providing proper roads and sewerage, let alone taking account of amenity.

In the face of this challenge, West Sussex County Council, for example, secured the agreement of over one hundred landowners to a planning scheme for the West Sussex Downs in which the land was zoned into one area covering the high downs where only buildings connected with existing uses, mainly agricultural, could be put up, and a smaller zone at the foot of the scarp slope and those parts below 200 feet on the dip slope where housing also was permitted. The fruits of the Council's considerable labours are evident today: although these downs are within easy reach of London and the Southampton-Portsmouth conurbation, they still have an aura of remoteness, due largely to the absence of new housing within the heart of the downs.

Nevertheless, the book does leave the reader with an important question unanswered: why this book now? If one of the purposes of studying the past is to enhance understanding of the present and to learn from past mistakes, then a very good answer would have been available. A chapter comparing and contrasting the planning campaigns of the 1930s with those of the present day would have brought out the reasons why this book really is highly relevant to present-day planning campaigns.

The ink was barely dry on the 1947 Act before the threat from agriculture was taking over from urban development as a new challenge to the future of our countryside; and in seeking a solution to the agricultural threat, conservationists today are already unconsciously adopting attitudes first articulated in the inter-war years. The Labour Party's decision to table an amendment to the 1981 Wildlife and Countryside Bill, seeking to extend the scope of planning control to embrace major changes in the landscape, recalls the relatively sudden acceptance of urban planning in the 1930s. In the 1930s, too, the case for comprehensive controls eventually overwhelmed the arguments of those who maintained that protection for outstanding sites would be sufficient.

Sheail's account makes it all too clear, however, that thinking on such questions cannot be transformed without energy and determination. Those of our own generation seeking to achieve for the countryside what their parents achieved for the towns and cities could perhaps take note of the scale of the effort expended in the 1930s, and redouble their own efforts accordingly.

Marion Shoard

Marion Shoard is the author of "The Theft of the Countryside".

Perishables

Postharvest: an introduction to the physiology and handling of fruit and vegetables
by R. H. M. Wills, T. H. Lee, D. Graham, W. B. McGlasson and E. G. Hall
Granada, £12.00
ISBN 0 246 11556 4

As the authors emphasize in their introduction, the postharvest storage, treatment and physiology of fruit and vegetables is of very considerable significance: losses of such perishable produce can range from 25-80 per cent, although no good average figures are available. Prevention or reduction of those losses could clearly result in benefits that might well exceed the sort of production increases which can usually be achieved through improved breeding and cultural practices.

Two scene-setting chapters provide some basic information on the chemical composition of various fruits and vegetables, and the various physiological processes that occur during formation. The authors succeed in conveying a reasonably coherent picture of the fruit as being part of the living plant, even though it is in a specialized metabolic state: after detachment from the parent plant the fruit cut off from further supplies of water, minerals and products of other metabolites. These aspects are, however, dealt with at a fairly elementary level, and "higher level" students of agriculture, horticulture and food science", for whom the book is primarily intended, would need to have more detailed information on such aspects as enzyme regulation and control mechanisms. However, the references for further reading are well chosen and should direct those requiring more detailed information to original sources.

Subsequent chapters on the effects of temperature, water relations and storage atmosphere, deal with the metabolic responses of fruits and vegetables to environmental conditions, and how these have been used for practical purposes. The role of ethylene in fruit ripening, especially in climacteric fruit, is clearly emphasized by the space accorded to this gaseous plant growth regulator both in the chapter on nonmetabolites as well as in that concerned with storage atmospheres.

The authors' own concern with the practical applications and refinement of storage techniques becomes very evident in the later chapters dealing with practical aspects. Here, there is a full account of the optimum storage conditions, how best to achieve these and the consequences of failure to exert adequate control.

A sensible account of quality evaluation precedes the final chapters on pathology, commodity treatments and packaging.

The Australian authors have clearly not written their book for a specific geographical audience, and of the examples are derived from major crops with a worldwide market and distribution. Tropical produce do not receive much attention. Curiously, although a photograph of a cassava storage clamp is given, there is virtually no comment on the well-known problem of storing this root crop for more than very short periods under tropical conditions.

The book is written in an easy and very readable style, and manages to quite complex topics are discussed in refreshingly simple terms. Some appendices include useful information on terms, names and methodology of measuring. The severely restricted index, however, will seriously hinder the utility of the book.

I would recommend the book to all who are practically concerned with storage problem of fruits and vegetables. It might also appeal to a wider readership not professionally concerned with the topic.

W. W. Schwabe

W. W. Schwabe is professor of horticulture at Wye College, Ashford, Kent.

Effects of toxicants on the environment

Environmental Toxicology
by John H. Duffus
Edward Arnold, £4.95
ISBN 0 7131 2798 8

Lest anyone should make the forgiveable error of thinking that this little herald another subjective novelette on environmental disasters, or comprises a catalogue of toxicological procedures, it should be immediately made clear that this is a scientific text examining the origins and dynamics of environmental toxicology, primarily intended for environmental science students but sufficiently detailed and documented to be of value to the more specialist biologist. The author has taken an interdisciplinary approach to an analysis of the effects of toxicants on the environment but has kept the chemistry and mathematics to a minimum so as to ensure a wide readership. The format comprises a description of the various classes of toxicants, their metabolism by animals, plants and micro-organisms, and an assessment of toxicity and of environmental risk, although in one or two chapters these rather distinctive aspects of toxicology become somewhat blurred.

The description of natural toxicants includes a chapter devoted to "Microbial poisons" – bacterial toxins (botulin toxin), mycotoxins (aflatoxin), algal toxins, and toxic products of microbial metabolism, with an all-too-brief mention of nitrosamines – and a section on "Plants as toxicant sources", which is somewhat misplaced in the chapter on "Metabolism of toxic substances by plants". Manmade toxicants are dealt with more fully in chapters on "Pesticides and herbicides" (for example, chlorinated hydrocarbons, and organophosphates), "Toxic metals" (a wide selection from beryllium to selenium), "Atmospheric toxicants" (oxides of carbon, nitrogen and sulphur, asbestos and fluorides), and "Petroleum and radionuclides" (oil-spills, detergents, polycyclic aromatic hydrocarbons, and so on).

The extent of environmental contamination by toxicants obviously depends on the relative rates of entry and removal of these chemicals. It is apposite, therefore, that the sections describing the various sources of toxicants are complemented by others on toxicant metabolism and destruction. "Metabolism of toxic substances by animals" deals with the principles of uptake, excretion, distribution, metabolism, synergism and antagonism, and species differences, all dynamic processes in which the reaction rates are probably as important as the differences in reactions. It is to be regretted, therefore, that some fundamental principles of toxicokinetics were not introduced here.

"Metabolism of toxic substances by plants" is something of a hotch-potch, probably because little is known in this field compared with the mammalian metabolism of xenobiotics; sections on uptake, translocation, metabolism and excretion – the logical development of this subject – are followed by others on herbicides (mechanisms) atmospheric toxicants, plants as pollution indicators, and plants as toxicant sources.

The introductory chapter, "Assessment of toxicity" (acute and chronic toxicity, teratogenicity and mutagenicity) gives a brief survey of the various methods currently used in the assessment of chemical toxicity, primarily in man and other mammals. The book concludes with "Assessment of environmental risk", another miscellany of global aspects which includes sections on soil toxicants, toxicants in natural waters, distribution of toxicants in the biosphere, and monitoring. A postscript includes appendices on "Toxicity and thermodynamic activity", "Environmental indices", "Environmental impact", a "Chemical glossary", and a useful bibliography and subject index.

Considering the enormous scope of the subject and the conciseness of the text, this well balanced book manages to capture the more important facets of the problem and to analyse these in a constructive, and essentially non-technical, manner. I certainly enjoyed reading the text more than any other I have read recently in this field. The publishers may, however, be aiming too high when they consider the volume suitable for the specialist; as a general text it would certainly give the narrow specialist an awareness of those fields related to his own expertise but, as one would expect from its length, no aspect is covered in any depth. It should provide more suitable for reading by the non-environmentalist, even the non-scientist, who seeks a balanced and informed analysis of environmental problems.

D. V. W. Parke

D. V. W. Parke is professor of biochemistry at the University of Surrey.

Setting out for the nearest lagoon

Fundamentals of Aquatic Ecosystems
edited by R. S. K. Barnes and K. H. Mann
Blackwell Scientific, £7.80
ISBN 0 632 00014 7

Coastal Lagoons
by R. S. K. Barnes
Cambridge University Press, £12.00 and £4.95
ISBN 0 521 23422 0 and 29945 4

Ours is a wet planet. More than two thirds of its surface lies underwater. All life depends on water, of course, but life in water faces different problems from those of life on land. *Fundamentals of Aquatic Ecosystems* deals with the ecological aspects of these problems. It sets out to describe to undergraduates the fundamental features of planktonic and benthic ecosystems in the oceans, coastal seas, lakes and rivers. It is up to date and in many ways successful in its aims.

In a prologue the editors briefly define basic ecological ideas such as production, diversity and stability. Barnes then gives an account of the general features of aquatic ecosystems. The next seven chapters deal with various topics, such as phytoplankton or detritus. The unifying theme is taken up by R. N. Hughes in chapter nine with a description of the survival strategies adopted by aquatic organisms, and by Mann in chapter ten with accounts of complete aquatic systems. The final chapter, by G. M. Woodwell, looks mainly at the role of aquatic ecosystems in our planet's chemistry, and in particular at the cycling of carbon, nitrogen and sulphur.

Allocating topics to experts has had both advantages and disadvantages. Some authors have had a more difficult task than others. Thus, from the point of view of immediate communication of viewpoint, the most successful chapters are those where an author has been allocated, or has chosen to dwell on, a restricted theme. Good examples are the chapters by L. R. Pomeroy on the role of detritus as a food sources, F. R. Harden Jones on production and migration patterns of nekton, and W. E. Odum on the human uses of aquatic production.

J. M. Teal's account of production of fringing plant communities gives both a clear picture of the dynamics of seaweed beds, marshes and periphyton, and a good comparison between marine and fresh waters. By contrast, Harden Jones's account of nekton succeeds because it concentrates mainly on a few examples of migrating animals. These examples are largely marine, entering freshwater only with the catadromous eel and leaving them immediately afterwards with the anadromous salmon.

Other authors have attempted a more comprehensive coverage of their topic. Accounts by G. E. Fogg, dealing with phytoplankton, T. R. Parsons, dealing with zooplankton, and Mann himself, dealing with benthic heterotrophs, are clear summaries of the important features of production in each environment. Each touches on several points of current research interest. Thus, Fogg sets out to explain the enhancement of phytoplankton production at shelf-sea fronts, a topic not only presently fashionable but also important to our understanding of the control of phytoplankton growth by nutrients, light and turbulence.

Although not wholly successful as an introduction to the wide field of aquatic ecology, nor a comprehensive synthesis, this book would make sense as a component in courses dealing with a range of topics in aquatic ecology, and would serve well to integrate points otherwise scattered throughout a number of textbooks. In addition, it will provide a useful synthesis for aquatic ecologists themselves, as journals dealing with both the seas and freshwater are outnumbered by those concentrating on aspects such as coastal seas or plankton biology. Although limited in its supply of fruitful comparisons, the book does indicate many areas where comparisons might be sought.

Coastal Lagoons is in some ways more successful in its declared aims. It sets out to deal briefly with the origin, development, morphology, environment and ecology of the world's coastal lagoons, and does so clearly and with enthusiasm. By the end of chapter seven, dealing with cheap versions of a few standard techniques, I had a strong desire to build a Mackerith pump apparatus and set out to sample the nearest lagoon.

Although a short book that could be read with profit and enjoyment by many aquatic ecologists, it is too specialized to find much of a place in the teaching of undergraduate marine biology. A comparison with the Barnes/Mann book raises an important question: is the best way to teach (or study) aquatic ecology by way of an overview or by diving (perhaps literally) into a particular and accessible environment such as a lagoon?

Paul Tett

Paul Tett is a principal scientific officer at the Scottish Marine Biological Association's laboratory near Oban.

NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Forthcoming events

'The Historical Roots of Stalinism and Democratic Socialism in Czechoslovakia' is the theme of the History Workshop London Seminar to be held on August 3 between 7.30-9.30 pm in the Bull and Mouth, Bury Place, London WC1.

★ ★ ★

The Library Association has organized three interlocking short seminars for practising librarians and information workers and those concerned with library policy and development nationally and locally throughout the world. These are: 'National Library and Information Services Development' on August 24-26. 'The influence of social and technological change on library and information services' August 27-28 and 'Libraries in Education' from September 1-3. Further information from Gillian Leary, short courses organizer at the Library Association, 7 Ridgmount Street, London WC1E 7AE.

★ ★ ★

'Nuclear Descrence: Implications and Policy Options for the 1980s' and 'The International Association of Consultants in HE Institutions First Annual Conference', are two events organized by the Division of External Relation and Communications International Office of North East London Polytechnic which will be held on September 4-6 and 13-15 respectively at its Danbury Park site. Further details from the International Office, NELP, Asta House, 156-164 High Road, Chigwell Heath, Romford, Essex.

★ ★ ★

The British Association for the Advancement of Science is to celebrate its 150th anniversary in York, the city in which it was founded, by holding its annual meeting there from August 31-September 4. Topics include: 'Planetary Physics' by Professor S. K. Runcorn of Newcastle-upon-Tyne University, 'The nuclear arms race – control or catastrophe', 'The Uses of British Sociology 1831-1981' by Professor P. Abrams of the University of Durham and 'The education and training of young people is under pressure' by Mr F. Barr of Huddersfield Polytechnic. Details from Miss J. H. Dring, BAAS, 23 Savile Row, London W1.

★ ★ ★

'Philosophy and Literature', the Scots Philosophical Club's open conference is to be held at the University of Stirling from September 4-6. Applications to Peter Lamarque, department of philosophy, University of Stirling, Stirling FK9 4LA.

★ ★ ★

The British Educational Research Association is to hold its seventh annual conference at Crewe and Alsager College of Higher Education from September 1-3 from 12 am to 3.30 pm. Topics include: 'History of Educational Research', 'Development of Educational Assessment', 'Education and Employment'. Details from Ms Ian Smith, reader in education, Crewe and Alsager College, Alsager, Stoke on Trent. A one-day seminar on Aspects of Phonology will be held immediately following the BERA conference. Those wishing to attend should write to Professor E. Stones, Liverpool University School of Education, 9 Abercromby Square, Liverpool L69. Fee is an extra £12 on top of £40 for the BERA conference.

Sunday July 26

BBC1
7.15 Systems behaviour. The Limits to Modelling (T241 prog 10).
7.40 History of architecture and design 1890-1939. Wood or Metal? English Furniture of the Thirties (A305 prog 17).
8.05 Images and information. The Creb Nebula – A Case Study (ST291 prog 11).

BBC2
7.40 Technology foundation course. A Milk Run (T101 prog 12).
8.05* Science foundation course. Dawn of Man (S101 prog 20).
8.30 Mathematics foundation course. Transformations and Matrices (M101 prog 19).
8.55 Making sense of society. Islam in Bolton (D101 prog 22).
9.20 Statistics: an interdisciplinary approach. Significance Testing (MDT241 prog 10).
9.45 An introduction to psychology. Similarities and Differences (D262 prog 5).
10.10 Computer-based information systems. The User and the Database (M352 prog 6).
10.35 Science and technology and technology. Designing for the Disabled (T262 prog 8).
11.00 Technology for teachers. Case Study: Teaching Electronics (FB727 prog 8).
11.25 People and work. The Family Doctor (DE351 prog 9).
11.50 Telecommunication systems. Television (T321 prog 11).
12.15 Social work, community work and society. Pay for Play School (DE306 prog 14).
12.40 Decision making in Britain. Government and industry. Government and Industry: The Industrial Relations Act 1972 (D201; PD983 prog 7/9/11).
13.05 Physiology of cells and organisms. Progesterone and the Myometrium (S321 prog 11).
13.30 Biochemistry and molecular biology. Chromatin (S202 prog 11).

RADIO 3 (VHF)
8.55 Cognitive development: language and thinking from birth to adolescence. A Study of Language Acquisition (E362 prog 6).
9.15 Curriculum design and development. The Hair Shirt of the Prophet (E203 prog 16).
9.35 Patterns of industrial organization. National Corporations (D302 prog 21).
9.55 The early Roman Empire and the rise of Christianity. The School of Rhetoric (A291 prog 11).
10.55 Conflict in the family. The Professional Network (P253 prog 6).
11.15 Graphs, networks and design. Mechanical Manipulation (TM361 prog 10).
11.40 Research methods in education and the social sciences. Drawing Conclusions (E304 prog 4).
12.05 The handicapped person in the community. Consequences (P251 prog 4).
12.30 Society, education and the state. The Way to Work (E353 prog 6).
12.55 Science foundation course. Rabbits and Chalk Grassland (S101 prog 21).

RADIO 3 (VHF)
8.55 The rise of modernism in music 1890-1935. Music Between the Wars (A306 prog 11).
9.55* Conflict and stability in the development of Western Europe c.1789-1970. Causes of the Second World War (A309 prog 11).
10.15 Numerical computation. Integration (M351 prog 6).
10.35 An algorithmic approach to computing. Filing Systems (M351 prog 6).
10.55* Patterns of inequality. Multi-National Corporations (D302 prog 21).
11.15* Decision making in Britain. Government and industry. Government and Industry 1977 (D201; PD983 prog D202/7 & PD983/7).
11.35 Industrial relations. The Private Sector (PT281 prog 8).
11.55 Computing and computers. Getting the Best out of Hardware (PA1951 prog 8).
12.15* Schooling and society. Media Education: Media Education (E202 prog 7).
12.35* Science foundation course. Kinetics of a Gas Reaction (ST294 prog 11).

Sunday July 27

BBC1
6.40* Organic chemistry. Organic Chemistry: Azodyes (S246 prog 10).
7.05* Understanding space and time. A Matter of Geometry (S354 prog 11).
7.30 Drama. The Ghost Sonata (A307 prog 10).
7.55* World Politics. The Rise and Fall of Britain's Sanction Policy 3: The UN and the Commonwealth (D233 prog 7).
8.20 Personality and learning. Self-Concept (E201 prog 11).
8.45* The nature of chemistry. The G.C./M.S. Link-up (S304 prog 21).
9.10* Introduction to pure mathematics. In Perspective (M303 prog 21).
9.35* Mathematics foundation course. Transformations and Matrices (M101 prog 19).
10.00* Technology foundation course. A Milk Run (T101 prog 12).
10.25* Images and information. Positive Feedback (ET391 prog 8).
10.50 Reading development. Catchwords (PE231 prog 6).
11.15 Science foundation course. Dawn of Man (S101 prog 20).
11.40 Mathematics foundation course. Transformations and Matrices (M101 prog 19).
12.05* Statistics: an interdisciplinary approach. Significance Testing (MDT241 prog 10).
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12.45* Mathematics foundation course. Transformations and Matrices (M101 prog 19).

Tuesday July 28

BBC1
6.40* Biology: form and function. Respiratory Mechanism (S202 prog 21*).
7.05* An introduction to materials. The Manufacture of Silicon Solar Cells (T3251 prog 9).
7.30* Evolution. Species and Evolution (S364 prog 2).

BBC2
6.40* History of architecture and design 1890-1939. Wood or Metal? English Furniture of the Thirties (A305 prog 17).
7.05* Personality and learning. Self-Concept (E201 prog 11).
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9.55* Conflict and stability in the development of Western Europe c.1789-1970. Causes of the Second World War (A309 prog 11).
10.15 Numerical computation. Integration (M351 prog 6).
10.35 An algorithmic approach to computing. Filing Systems (M351 prog 6).
10.55* Patterns of inequality. Multi-National Corporations (D302 prog 21).
11.15* Decision making in Britain. Government and industry. Government and Industry 1977 (D201; PD983 prog D202/7 & PD983/7).
11.35 Industrial relations. The Private Sector (PT281 prog 8).

Wednesday July 29

BBC1
6.40* An introduction to psychology. Similarities and Differences (D262 prog 5).
7.05* Geology. Climates of the Past (S23- prog 11).
7.30 Systems performance: human factors and systems failures. Earthquakes (TD342 prog 9)

BBC2
6.40* Materials processing. Pressure Die Casting (T352 prog 8).
7.05* The development of instruments and their music. The Development of the Piano (A304 prog 10)
7.30* Principles of chemical processes. Kinetics of a Gas Reaction (ST294 prog 11).

RADIO 3 (VHF)
8.55 Cognitive psychology. The Perceptive Computer (D303 prog 8).
9.15* Drama. Drama and Society (A307 prog 15).
9.35 Social psychology. Analysing and Analyses (2) (D305 prog 11).
10.10 Making sense of society. Science as a Social institution (D101 prog 22).
10.35 Instrumentation. Signal Statistics (T291 prog 6).
10.55 Twentieth century poetry. Brecht as a Political Poet (A305 prog 19).
11.20 Curriculum design and development. The Hair Shirt of the Prophet (E203 prog 16).
00.10* Thought and reality: central themes in Wittgenstein's philosophy. Reading the 'Philosophical Investigations' (A402 prog 12).

RADIO 4 (VHF)
22.30* The early Roman empire and the rise of Christianity. The School of Rhetoric (A291 prog 11).
23.50* Great Britain 1750-1950: sources and historiography. Biography and Social History (A401 prog 12).

Thursday July 30

BBC1
6.40* Patterns of inequality. Tanzania: Trade and Self-Reliance (D302 prog 11).
7.30* The handicapped person in the community. Consequences (P251 prog 4).
8.05* The Earth's physical resources. Mining: A Case Study in Ireland Part III, The Wider Implications (S366 prog 7).
8.30* Statistics: an interdisciplinary approach. Significance Testing (MDT26) prog 10).
8.55 Linear Mathematics. Numerical Solutions of Differential Equations (M201 prog 21).
10.30* Making sense of society. Islam in Bolton (D101 prog 22).

RADIO 3 (VHF)
8.55* Management and the school. Pastoral Care (E323 prog 8).
9.15 Research methods in education and the social sciences. The Nature of Social Science Concepts (DE304 prog 8).
9.35 Mathematics foundation course. Foundation Maths 11 (M101 prog 11).
10.25* Cognitive development: language and thinking from birth to adolescence. A Study of Language Acquisition (E362 prog 6).
10.55 Ecology. Saltmarsh and Oil Pollution – Supplementary (S323 prog 6).
00.15* Thought and reality: central themes in Wittgenstein's philosophy. Reading the 'Philosophical Investigations' (A402 prog 12).
00.35* Numerical computation. Integration (M351 prog 6).

RADIO 4 (VHF)
23.30 Partial differential equations of applied mathematics. Continuing the Case Study (M321 prog 5).
23.50* History of architecture and design 1890-1939. The Labour Saving Home (A305 prog 20).

Friday July 31

BBC1
6.40 Computing and computers. Getting the Best out of Hardware (PA1951 prog 8).
7.05 Schooling and society. Media Education: Media Education (E202 prog 7).
7.30* Society, education and the state. The Way to Work (E353 prog 6).

BBC2
6.40* The nature of chemistry. The G.C./M.S. Link-up (S304 prog 21).
7.05* Introduction to pure mathematics. In Perspective (M303 prog 21).
7.30 Great Britain 1750-1950: sources and historiography. Victorian Music Hall (A401 prog 9).
8.10 Surface and sedimentary processes: case studies in earth science. Fossil Vertebrate Distribution (S335 prog 2).

RADIO 3 (VHF)
6.55 The handicapped person in the community. Growing Up (P251 prog 5).
8.15* Marx's religious quest. A Marxist Testimony (AD208 prog 17).
8.35 Personality and learning. Self-Concept (E201 prog 11).
8.55 Adolescence in relation. Taylor Series (MS283 prog 6).
9.35 Industrial relations. The Private Sector (PT281 prog 8).
9.55 The development of instruments and their music. Romantic Keyboard Music (A304 prog 11)
00.15* Linear mathematics. Co-ordinates and Approximations (M303 prog 11).
00.35* Principles of chemical processes. Rates of Instantaneous Reactions (ST294 prog 4).
* repeated programmes.

Open University programmes July 25 to July 31

Saturday July 25

BBC1
7.15 Mass communication and society. Also Starring Me (A305 prog 10).
7.40 Man's religious quest. The Mosque: Prayer in its Setting (AD208 prog 3).
8.05 Materials processing. Pressure Die Casting (T352 prog 8).

BBC2
7.40 Contemporary issues in education. Adult Literacy: The Cape Verde Experience 11 (E200 prog 17).
8.05 Mathematics. The Oulbridhian Thesis (D222 prog 5).
8.30* Arts foundation course. Harris Tweed (A101 prog 21).
8.55 Curriculum design and development. Truth, Dare or Promise (E203 prog 11).
9.20 English urban history 1500-1780. Bartholomew Fair (A322 prog 6).
9.45 Science foundation course. Tanzania: Trade and Self-Reliance (D302 prog 11).
10.10 Instrumentation. Signals and Noise (T291 prog 8).
10.35 Technology. Alternative Technology Course (T361 prog 5).
11.25 Music. The Ghost Sonata (A307 prog 10).
12.10 Biology: form and function. Respiratory Mechanism (S202 prog 21).
12.40 Chemistry. Organic Chemistry Azodyes (S246 prog 10).
13.05 Understanding space and time. A Matter of Geometry (S354 prog 11).
13.30 Geology. Climates of the Past (S23- prog 11).

RADIO 3 (VHF)
8.55 History of architecture and design 1890-1939. The Labour-Saving Home (A305 prog 20).
9.15* Personality and learning. How to Survive (E201 prog 20).
9.35* Social work, community work and society. Community Participation (DE206 prog 7).
9.55 Thought and reality: central themes in Wittgenstein's philosophy. Reading the 'Philosophical Investigations' (A402 prog 2).
10.15* Arts foundation course. Pastoral and Anti-Pastoral (A101 prog 21).
10.40* Science foundation course. An Evolutionary Paradox (S101 prog 10).
11.05 Ecology. Saltmarsh and Oil Pollution – Supplementary (S323 prog 6).
11.30 Mathematics foundation course. Co-ordinates and Approximations (M201 prog 11).
11.55* Art in Italy 1400-1500. 'Masters' and the Myth of Mastery (A306 prog 14).
12.20* Marxist Politics. The Importance of International Management and the School. Pastoral Care (E323 prog 8).
12.45 Decision making in Britain. Government and industry. Government and Industry 1977 (D201; PD983 prog D202/7 & PD983/7).
13.05 Images and information. Positive Feedback (ET391 prog 8).
13.30 Open Forum 21.
13.55* Mass communication and society. The Sound System (DE353 prog 11).

Sunday July 26

BBC1
7.15 Systems behaviour. The Limits to Modelling (T241 prog 10).
7.40 History of architecture and design 1890-1939. Wood or Metal? English Furniture of the Thirties (A305 prog 17).
8.05 Images and information. The Creb Nebula – A Case Study (ST291 prog 11).

BBC2
7.40 Technology foundation course. A Milk Run (T101 prog 12).
8.05* Science foundation course. Dawn of Man (S101 prog 20).
8.30 Mathematics foundation course. Transformations and Matrices (M101 prog 19).
8.55 Making sense of society. Islam in Bolton (D101 prog 22).
9.20 Statistics: an interdisciplinary approach. Significance Testing (MDT241 prog 10).
9.45 An introduction to psychology. Similarities and Differences (D262 prog 5).
10.10 Computer-based information systems. The User and the Database (M352 prog 6).
10.35 Science and technology and technology. Designing for the Disabled (T262 prog 8).
11.00 Technology for teachers. Case Study: Teaching Electronics (FB727 prog 8).
11.25 People and work. The Family Doctor (DE351 prog 9).
11.50 Telecommunication systems. Television (T321 prog 11).
12.15 Social work, community work and society. Pay for Play School (DE306 prog 14).
12.40 Decision making in Britain. Government and industry. Government and Industry: The Industrial Relations Act 1972 (D201; PD983 prog 7/9/11).
13.05 Physiology of cells and organisms. Progesterone and the Myometrium (S321 prog 11).
13.30 Biochemistry and molecular biology. Chromatin (S202 prog 11).

RADIO 3 (VHF)
8.55 Cognitive development: language and thinking from birth to adolescence. A Study of Language Acquisition (E362 prog 6).
9.15 Curriculum design and development. The Hair Shirt of the Prophet (E203 prog 16).
9.35 Patterns of industrial organization. National Corporations (D302 prog 21).
9.55 The early Roman Empire and the rise of Christianity. The School of Rhetoric (A291 prog 11).
10.55 Conflict in the family. The Professional Network (P253 prog 6).
11.15 Graphs, networks and design. Mechanical Manipulation (TM361 prog 10).
11.40 Research methods in education and the social sciences. Drawing Conclusions (E304 prog 4).
12.05 The handicapped person in the community. Consequences (P251 prog 4).
12.30 Society, education and the state. The Way to Work (E353 prog 6).
12.55 Science foundation course. Rabbits and Chalk Grassland (S101 prog 21).

RADIO 3 (VHF)
8.55 The rise of modernism in music 1890-1935. Music Between the Wars (A306 prog 11).
9.55* Conflict and stability in the development of Western Europe c.1789-1970. Causes of the Second World War (A309 prog 11).
10.15 Numerical computation. Integration (M351 prog 6).
10.35 An algorithmic approach to computing. Filing Systems (M351 prog 6).
10.55* Patterns of inequality. Multi-National Corporations (D302 prog 21).
11.15* Decision making in Britain. Government and industry. Government and Industry 1977 (D201; PD983 prog D202/7 & PD983/7).
11.35 Industrial relations. The Private Sector (PT281 prog 8).

RADIO 4 (VHF)
23.30 Greece 478-336 BC. Plato "The Republic" (A292 prog 11).
23.50 Fundamentals of statistical inference. Decisions and Inferences (M341 prog 6).

Recent publications

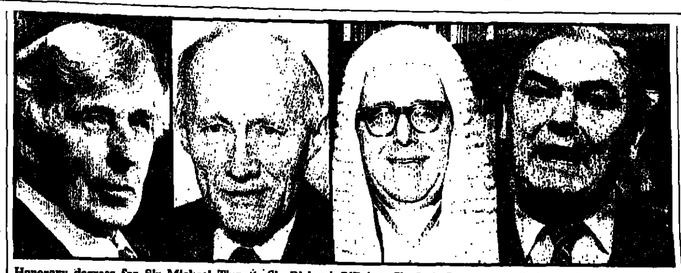
The Compendium of University Entrance Requirements for First Degree Courses in the UK 1982-83 is the nineteenth edition published by the Association of Commonwealth Universities for the Committee of Vice Chancellors and Principals. It covers all university full time courses and gives a description of the institutions whose courses are listed in terms of location, history student numbers, academic organisation, pattern of student housing, welfare and recreation and notes of entry. It is available from Lund Humphries, the Country Press, Drummond Road, Bradford BD8 8DH. £5.60 post free in the UK.

Polytechnic short courses on microprocessors are regarded as more valuable than those run by universities, according to a recent survey of 500 people who attended such courses, a research paper published by the Policy Studies Institute this month shows. The survey also indicated that half the respondents thought their courses were too short and that polytechnic lecturers were the most knowledgeable about the industry but that university courses were the best equipped. (*Microprocessor Short Courses: Survey of Users* by Petra Rogers, £5.00 from the Policy Studies Institute, 1-2 Castle Lane, London SW1.)

Average Prices of Academic Books 1980 by Alan Cooper is the sixth annual index published by Loughborough University's Centre for Library and Information Management using 1974 as the base year. The report which is based on non-periodical entries in the British National Bibliography indicates that prices have increased by 53 per cent since 1974. It gives four tables which include the distribution of prices over groups ranging from £0.01 to £100 for the years 1975-1980 (CLAIM Report No 7 and BLR & D Report 5605. £3.00 from CLAIM, department of library and information management Loughborough University, Loughborough LE11 3TU).

'Power and Desire: Diagrams of the Social, 1 & 2 anne No 6' includes Michael Foucault on method and history, Deleuze and Guattari's sequel to their Anti-Oedipus and articles on juvenile justice, psychiatry and the community. (Available from C. Burchell, Westminster College, North Hinksey, Oxford OX2 9AT. £1.95).

Honorary degrees



Honorary degrees for Sir Michael Tippett, Sir Richard O'Brien, Sir Jack Jacobs and Sir Peter Parker

London
The following are to be awarded degrees on October 13 and November 26.
LLD: The Rt Hon Lord Charteris of Amisfield; Sir Shridath Surendranath Ramphal; Viscount Caldecote; Sir Jack Jacobs; Sir Peter Parker; Baroness Ryder of Warsaw.
DSc: Professor Ian Donald.
LittD: Odysseus Elytis.

Liverpool
The following have been awarded honorary degrees:
MEng: Mr James Gerrard, a member of the university's development committee and joint fabric committee until 1980.
LitD: Mr R. Lancelyn Green, a Merseyside author, biographer and critic. Professor F. Kermode, King Edward VII professor of English literature at Cambridge.
LLD: Sir Richard O'Brien, chairman of the Manpower Services Commission.
DMus: Sir Michael Tippett, the composer.

Newcastle
The following have been awarded special honorary degrees:

DDSc: Professor Sir Frank Lawton, former professor of operative dental surgery at Liverpool University. Professor Bertram Cohen, Professor of dental science, Royal College of Surgeons of England.

MDS: Mr Francis Armstrong, general dental practitioner in Blyth, Northumberland.

Grants

Edinburgh
Tourism, Recreation and Research Unit – Brian Duffield and Jonathan Long – £30,440 from the Scottish Tourist Board for study of economic return on tourism.

Essex
Chemistry – Dr C. N. Davies – £66,000 from AERE Winfrith for an aerosol research studentship.
Electrical Engineering and Science – Professor G. B. B. Chaplin – £65,758 from the Ministry of Defence for an investigation into the adaptive cancellation of low frequency acoustic noise from an in-service array generating set.
Sociology – M. Harloe – £40,400 from the Leverhulme Trust for a comparative study of social rented and owner occupied housing. – D

Classified Advertisements

To place your advertisements write to :

The Advertisement Manager, The Times Higher Education Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

Tel. 01-837 1234.

Index

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Universities

RIVERS STATE COLLEGE OF EDUCATION
RUMUOLUMENI, P.M.B. 5047
PORT HARCOURT, NIGERIA

The Rivers State College of Education being upgraded to degree awarding status invites suitably qualified candidates resident in the U.K. and Europe for the posts of Professors, Readers, Senior Lecturers and Lecturers in the following departments of the College.

ARTS
English Language and Literature — Fine Arts
French — Religious Studies
History

EDUCATION
Curriculum Studies
Foundations of Education
Physical and Health Education

NATURAL & APPLIED SCIENCES
Agricultural Science — Mathematics
Biology — Physics
Chemistry — Home Economics

SOCIAL SCIENCES
Economics — Politics
Geography — Commerce

SALARIES

Professor	GL 18 (N11,566 - N12,720)
Reader	GL 15 (N10,296 - N11,236)
Senior Lecturer I	GL 14 (N 9,168 - N10,128)
Senior Lecturer II	GL 13 (N 8,064 - 9,024)
Lecturer I	GL 12 (N 7,404 - N 8,052)
Lecturer II	GL 10 (N 5,760 - N 6,732)

The point of entry in each case will, however, depend on qualifications and experience.

Salary scales and conditions of service are under review.

CONDITIONS OF SERVICE

Appointments will be made on permanent or contract basis. Contract appointments attract an addition of 25 per cent of the basic salary. Passage will be paid for appointee, wife and up to five children, and part-furnished accommodation will normally be provided.

METHOD OF APPLICATION

Interested candidates should forward their applications with *six copies* of their curriculum vitae (preferably typewritten) which should include the following information in the order listed:

i Full name (surname last)
ii Date and place of birth
iii Nationality
iv Permanent home address
v Current postal address
vi Marital status
vii Education background and qualifications (with dates and educational institutions where qualifications were obtained)
ix Work experience
x Publications (giving full reference)
xi Present employment, status and salary
xii Extra curricular interests and activities
xiii Names and addresses of three referees who know you professionally.

Candidates wishing to be considered for the posts of Readers and Professors should also include three copies of each of their published works in support of their application.

Applicants should forward their applications (and published works where applicable) to:

P.A.S. (Recruitment),
Nigerian Universities Office,
180 Tottenham Court Road,
London, W1P 9LE.

Applications should be received not later than 7th August, 1981.

THES1

UNIVERSITY OF STRATHCLYDE

Applications are invited for a

RESEARCH ASSISTANTSHIP

in Control Engineering in the Department of Electrical Engineering

to join a group working on the design of industrial control systems with Professor M. J. Grimble.

The appointee will be concerned in a joint project with Professor H. Kwakernaak of Twente University of Technology in Holland with the development of a robust design procedure for optimal multivariable estimators and control systems. He will have opportunity to visit and work with Professor Kwakernaak.

Applicants should have a good degree in Engineering or Mathematics and with some experience of control theory. Opportunity may exist for the candidate to register for a higher degree.

Appointment is for a fixed period of up to 2 years on Range 1A of the national salary structure for research and analogous staff, commencing salary up to £6880 per annum with placing according to age, qualifications and experience, USS benefits.

Application forms (quoting ref: R1281) can be obtained from the Academic Appointments Officer, 204 George Street, Glasgow G1 1XW and should be returned as soon as possible. Further information about this appointment may be obtained from Professor M. J. Grimble (Tel: 0742 20911 ext. 328 or 327).

THES1

AUSTRALIA

Applications are invited for the following posts, for which applications close on the dates shown. SALARIES (unless otherwise stated) are as follows:— Professor $A41,305; Senior Lecturer $A26,693-$A30,995; Lecturer $A18,821-$A25,037. Further details and application procedure may be obtained from The Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF unless otherwise stated.

The University of Wollongong
PROFESSOR

Department of Civil and Mining Engineering

The University seeks to appoint an applicant who is a civil engineer to this professorial position. The Department has the responsibility for teaching and research in both Civil and Mining Engineering.

Subject to the approval of the University Council, professors may undertake a limited amount of higher consultative work. The University reserves the right to fill this position at a later date.

31 October 1981.

University of Melbourne
LECTURER (Continuing)

In the Department of Conservative Dentistry

Applications are invited for this position tenable from 1 February 1982. An appropriate higher degree would be an advantage. The appointee will be expected to take part in the teaching and research activities of the Department in one or more of the fields of conservative dentistry, community dentistry and preventive dentistry.

Salary plus clinical loading of $A2,500 per annum. 30 September 1981.

The University of Sydney
LECTURER/SENIOR LECTURER

In Economics

It is hoped to appoint an established scholar to Senior Lectureship even though the post is advertised as both Senior Lecturer and Lecturer levels.

The position may be filled either on a tenured basis or, in the first instance, for a probationary period of three years with the possibility of tenure being given during or shortly after that period.

31 August 1981.

Murdoch University, Perth Western Australia

Applications are invited from suitably qualified persons for the following positions which are to be taken up on 1st January 1982 or as soon as possible thereafter.

These are tenurable appointments and conditions include superannuation, similar to FSSU, long service leave, outside studies programme, payment of fares to Perth for appointee and dependent family, removal and settling-in allowances and house purchase scheme.

LECTURESHIP

In Educational Psychology
School of Education
(Dean: Professor B. McGaw)

Applicants should have a Ph.D. qualifying them to teach undergraduate and graduate courses in educational psychology and to supervise postgraduate research students. The successful candidate must be engaged in research relevant to education in an area of cognition or social development such as language, memory or problem solving.

21 August 1981.

LECTURESHIP

In Comparative Literature
School of Human Communication
(Dean: Dr. H. G. Ruthrof)

A candidate will be expected to have a strong basis in literary theory. Relevant fields would be structuralist and semiotic theory; psychoanalytic theory; theory of narrative; the sociology of literature; and linguistically-oriented stylistics.

A candidate must be competent in two or three languages and committed to a comparative and interdisciplinary approach to the teaching of literature.

A candidate should be able to teach courses in one or more of the following areas: Modern European poetry; Asian poetry and Asian literary theories; Australian literature.

Comparative Literature is one of four Programmes in the School of Human Communication. It maintains inter-disciplinary links with Communication studies, Chinese Studies and Southeast Asian Studies, as well as with Communication especially the Schools of Social Inquiry and Education. Teaching and research in the School of Human Communication are informed by two fundamental principles: a neo-Eurocentric definition of the Humanities and a commitment to a plurality of theoretical approaches.

28 August 1981.

Monash University, Melbourne
CHAIR OF HISTORY

Monash University is proceeding to fill the position of Professor of History which will become vacant upon the retirement of Professor A. G. L. Shaw at the end of 1981.

The Department's teaching and research interests include the history of Australia, Britain (especially in twentieth century), Medieval and Renaissance Europe, Germany (nineteenth and twentieth centuries), Russia and Eastern Europe (fourth to twentieth centuries), the French Revolution, the United States of America (seventeenth, nineteenth and twentieth centuries), World War II, British imperialism, Tudor-Stuart statesmanship and the possibility of tenure being given during or shortly after that period.

31 August 1981.

LECTURESHIP

In Education
It is hoped to appoint an established scholar to Senior Lectureship even though the post is advertised as both Senior Lecturer and Lecturer levels.

The position may be filled either on a tenured basis or, in the first instance, for a probationary period of three years with the possibility of tenure being given during or shortly after that period.

31 August 1981.

UNIVERSITY OF PAPUA NEW GUINEA

Applications are invited for the following posts in the

DEPARTMENT OF EDUCATION

1. SENIOR LECTURER/LECTURER IN MATHEMATICS EDUCATION which will fall vacant in January 1982. The major responsibilities of the position (currently shared approximately between Departments of Mathematics and Education) are the development and teaching of courses in Mathematics and Mathematics Teaching Methods (High School) as part of the B Ed programme of initial teacher training, but it is also hoped to develop further courses for experienced teachers enrolled in the In Service B Ed programme. An input is also expected into the work of the University's Teaching Methods and Materials Centre and curriculum development programmes for the National Education system. Candidates should hold graduate qualifications in Mathematics with postgraduate qualifications in Education and/or Mathematics. They should have teaching experience at secondary and tertiary level, preferably in a developing country. Experience of integrated social science programmes, curriculum development, material production and the development of in service programmes for teachers of mathematics will be an advantage

2. SENIOR LECTURER/LECTURER IN SOCIAL SCIENCE TEACHING METHODS which will fall vacant in January 1982. The appointee will be required to teach courses in the Theory and Practice of Teaching Social Science at the High School Level to students following the pre-service B.Ed programme leading to University Teaching Methods and Materials Centre and Curriculum development programmes for the National Education System. Candidates should hold graduate qualifications in a Social Science discipline relevant to High School teaching and post graduate qualifications in Education and/or Social Science. They should have teaching experience at both secondary and tertiary level, preferably in a developing country. Experience of integrated social science programmes, curriculum development, material production and the development of in service programmes for secondary school teachers will be an advantage

Salaries: Senior Lecturer K 17,829 pa. Lecturer Grade II K 16,065 pa. Lecturer Grade I K 14,195 pa. (£1 sterling = K 1.36) Three year contract; gratuity, passage for approved research, rent-free accommodation, family passages, baggage allowance, leave fares after 18 months service, education subsidies, low contribution scheme to cover extended illness or disability

Applicants who wish to arrange secondment from their home institutions will be welcomed. Detailed applications (2 copies), including a curriculum vitae, a recent small photograph and naming 3 referees, should be sent to the University PO, Papua New Guinea. Box 4620, Boroko, Papua New Guinea to arrive no later than 10 August 1981. Applicants resident in UK should also send 1 copy to the Committee for International Cooperation in Higher Education. The British Council, Higher Education Division, 90/91 Tottenham Court Road, London, W1P 0BT. Further details are available from either address

THES1

THE UNIVERSITY OF AUCKLAND
New Zealand

ACCOUNTANCY – LECTURESHIP IN COMMERCIAL LAW
Closing date: 11 September 1981
Applicants should have appropriate academic qualifications and have had some professional or research experience.

ELECTRICAL ENGINEERING – LECTURESHIP/SENIOR LECTURESHIP
Closing date: 15 September 1981
Applicants should have graduate status and experience within the general field of electric power engineering. Areas of particular interest are power system safety and protection, electrical machines and power utilisation, and power electronics or a capacity to span such areas would be of particular interest

MECHANICAL ENGINEERING – CHAIR
Closing date: 30 September 1981
The position is to be established) and will Chair in the Department. Applicants should be experienced teachers and have strong research record.

MECHANICAL ENGINEERING – LECTURESHIP/SENIOR LECTURESHIPS
Closing date: 15 September 1981
Applicants should have a strong academic background in Engineering, preferably with postgraduate qualifications. Applications will be considered from those with qualifications and experience in any field of mechanical engineering but preference may be given to those whose interests fit in with one of the fields of study already developed in the Department

GEOGRAPHY – LECTURESHIPS
Closing date: 2 October 1981
Applicants should have research and teaching interests within one or more of the following fields: Human Geography, especially Social or Economic Geography; Physical Geography, especially Biogeography; Remote Sensing; Resource Management.

Commencing salaries will be determined in accordance with qualifications and experience. Present salary scales are: Lecturer, NZ$10,140-$12,825; Senior Lecturer NZ$12,110-$27,585; Professors NZ$37,342 and over. Conditions of Appointment and Method of Application are available from the Assistant Registrar (Academic Appointments), University of Auckland, or from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

Applications in accordance with 'Method of Application' should be forwarded as soon as possible but not later than the closing dates stated.

THES1

NEW ZEALAND
UNIVERSITY OF CANTERBURY
CHRISTCHURCH

Applications are invited for the following posts:

LECTURER IN ASTRONOMY OR PHYSICS

The appointee must be prepared to take an active part in one of the experimental research fields of the Department; namely Astronomy, Solid State Physics or Atmospheric Physics.

Applications close on 31 October 1981.

LECTURER IN COMPUTER SCIENCE:

Applicants should have interests within computer systems, computer languages, information systems or one of the areas of non-numerical applications. Preference may be given to an applicant interested in contributing to the areas of computer networks, database techniques, information systems and related areas.

Applications close on 31 October 1981.

For each position, the salary for lecturers is on a scale from NZ10,140 to NZ25,820 per annum.

Further particulars and Conditions of Appointment may be obtained from the Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF.

Applications close on 15 September 1981. H1

NEW ZEALAND
DUNEDIN

UNIVERSITY OF OTAGO
CHAIR OF PHARMACY

Applications are invited for appointment to the Chair of Pharmacy at present occupied by Professor J. Taylor who is retiring at the end of 1981.

Professorial salaries are fixed at varying points within the present range of NZ$37,342 to $39,058 per annum.

Further particulars are available from the Secretary General, Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Registrar of the University.

Applications close on 15 September 1981. H1

NEW ZEALAND
VICTORIA UNIVERSITY OF WELLINGTON

SENIOR LECTURESHIP IN THE FACULTY OF LAW

Applications are invited for the above Lectureship. The successful person will be required to undertake research appropriate to the Faculty and to teach in the following subjects: Criminology, Criminal Law, Legal System and Legal Method. Preference will be given to applicants with qualifications and experience in two or more of the subjects within the second group. Applicants should have a good knowledge of Constitutional Law and Legislation and, if possible, interests in legislative drafting. The successful applicant will be required to undertake teaching responsibilities in the Graduate Diploma in Public Sector Management Programme.

The salary scale for the Lectureship is NZ$21,250 per annum. Lecturers NZ$10,140 to $25,820 per annum.

Conditions of appointment, including method of application may be obtained from the Appointments Officer, Victoria University of Wellington, Private Bag, Wellington, New Zealand, or from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

Applications close on 28 August 1981.

LONDON
KING'S COLLEGE

UNIVERSITY OF LONDON

TUTORIAL STUDENTSHIP IN THE PHILOSOPHY OF RELIGION

Applications are invited for the above post tenable from 1st October 1981. Applicants will be expected to register or be registered for full-time postgraduate studies for a higher degree by research in the College, and to be competent to undertake assistance in the Philosophy of Religion. Applications should be submitted within two weeks to Professor S. H. Sutherland, King's College London, Strand, London, WC2R 2LS, and should include the names of two referees. H1

LONDON
UNIVERSITY OF LONDON

TUTORIAL STUDENTSHIP IN THE PHILOSOPHY OF RELIGION

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UNIVERSITY OF PAPUA NEW GUINEA

Applications are invited for the following posts in the

DEPARTMENT OF LITERATURE

1. SENIOR LECTURER/LECTURER IN LITERATURE. The Department offers a wide range of courses including English and American literature, Contemporary writing from countries where English is a second language, Creative Writing, Drama, Oral Traditions and Journalism for degree and diploma students. The department in conjunction with other departments is also responsible for an interdisciplinary course in Human Studies for Foundation year students and an Arts Course for Preliminary Year students. Applicants should possess a postgraduate qualification, preferably a Ph D. in Literature with strong research interest and have demonstrated ability to take large classes. A sensitivity to community expectations and interest in Pacific tradition will be considered helpful. Involvement in external studies teaching may be required.

2. LECTURER IN JOURNALISM. The Department offers a One-year Diploma in Journalism programme. The Lecturer is responsible for teaching the three journalism course offerings and acts as course adviser to Diploma students as they select other Arts Foundation offerings. The Lecturer works closely with the cadet counsellors of the various client media organisations. The Journalism courses work is essentially practical with instruction and repeated practice in techniques of gathering and writing news for print and electronic media, English is the main media language in Papua New Guinea, but is a second language for most students, so considerable attention must be paid to students' writing skills. Applicants should have a University Degree and solid experience in Journalism, and preferably some experience in teaching. The appointee is expected to participate, depending upon his/her background and interest, in other course offerings in the department.

Salaries: Senior Lecturer, K17,895 pa. Lecturer Grade II K 16,065 pa. Lecturer Grade I K 14,195 pa. (£1 sterling = K 1.36). Three-year contract; gratuity, support for approved research; rent-free accommodation; family passages; baggage allowance; leave fares after 18 months service; education subsidies; salary continuation scheme to cover extended illness or disability.

Applicants who wish to arrange secondment from their home institutions will be welcomed. Detailed applications (2 copies), including a curriculum vitae, a recent small photograph and naming 3 referees, should be sent to the University PO, Papua New Guinea. Box 4620, Boroko, Papua New Guinea to arrive no later than 10 August 1981. Applicants resident in UK should also send 1 copy to the Committee for International Cooperation in Higher Education. The British Council, Higher Education Division, 90/91 Tottenham Court Road, London, W1P 0BT. Further details are available from either address.

THES1

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

DEMONSTRATOR IN MATHEMATICS

Applications are invited from honours graduates for a post in the Department of Engineering Mathematics. The successful candidate will assist lecturers by providing tutorial sessions in mathematics to engineering and science students, and will register for a higher degree free of fees. The post, which is for one year, will provide an opportunity for independent study work. Salary within the scale £4,437 to £5,095. Further details and application forms from Professor A. C. Bajpai, Head of Department of Engineering Mathematics.

Loughborough — Leicestershire

THES1

NEWCASTLE UPON TYNE
UNIVERSITY OF

LECTURER IN THE LANGUAGE

Applications are invited for a Lectureship in Chinese Language. Candidates should be graduates in Chinese Language and Literature. Salary scale £4,695 per annum (£1 sterling = K 1.36). Three-year contract; gratuity, support for approved research; rent-free accommodation; family passages; baggage allowance; leave fares after 18 months service; education subsidies; salary continuation scheme to cover extended illness or disability.

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THES1

BIRMINGHAM
UNIVERSITY OF

CENTRE FOR RUSSIAN AND EAST EUROPEAN STUDIES

TEMPORARY LECTURESHIP

Applications are invited for a one year temporary lectureship in Soviet agricultural institutions, tenurable 1st October 1981. Candidates should have an interest in Soviet welfare services. The appointment will be made in the salary range £6,070 to £8,106.

Applications (8 copies) including a curriculum vitae and the names of three referees should be returned by 14th August 1981 to Jane Nelson, Administrative Assistant, Registry, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, from whom further particulars may be obtained. H1

UNIVERSITY OF PAPUA NEW GUINEA

Applications are invited for the following posts in the

DEPARTMENT OF LITERATURE

1. SENIOR LECTURER/LECTURER IN LITERATURE. The Department offers a wide range of courses including English and American literature, Contemporary writing from countries where English is a second language, Creative Writing, Drama, Oral Traditions and Journalism for degree and diploma students. The department in conjunction with other departments is also responsible for an interdisciplinary course in Human Studies for Foundation year students and an Arts Course for Preliminary Year students. Applicants should possess a postgraduate qualification, preferably a Ph D. in Literature with strong research interest and have demonstrated ability to take large classes. A sensitivity to community expectations and interest in Pacific tradition will be considered helpful. Involvement in external studies teaching may be required.

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THES1

NEW ZEALAND
THE UNIVERSITY OF AUCKLAND

SCHOOL OF MEDICINE

CHEMICAL PATHOLOGY – ASSOCIATE/PROFESSORSHIP OR SENIOR LECTURESHIP

Candidates should hold a medical qualification registrable in New Zealand, together with a recognised specialist medical qualification in Pathology (for example FRCPath or equivalent). The successful applicant will be involved in the undergraduate and postgraduate teaching courses in Pathology, and will be expected to pursue actively research projects relevant to interests. The person appointed will be attached to, or in charge of, the Chemical Pathology Laboratory Service at Auckland Hospital.

Commencing salaries for medically qualified staff will be established in accordance with qualifications and experience:

ASSOCIATE PROFESSORS: At present salaries for Associate Professors are established within the range NZ$42,817-$48,886 per annum.

SENIOR LECTURERS: NZ$30,143 x 7 yearly increments to $40,958 per annum. Senior Lecturers may be placed on appropriate steps according to clinical responsibilities.

Conditions of Appointment and Method of Application are available from the Assistant Registrar (Academic Appointments), University of Auckland, or from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

Applications, in accordance with 'Method of Application', should be forwarded as soon as possible but not later than 20 SEPTEMBER 1981. H1

LONDON
UNIVERSITY OF
QUEEN MARY COLLEGE

MATERIALS DEPARTMENT

POSTDOCTORAL RESEARCH ASSISTANTS required for 2 year appointments on SERC-funded projects for work with:

(A) Professor E. H. Andrews and Dr R. J. Young on Adhesion of structural adhesives to metals. Electron microscopy experience desirable (similar posts in general area of mechanical and adhesive testing may be available).

(B) Dr F. Gulu on enhancement of fatigue hardening and fatigue life of Fe by ageing. Experience in the field of fatigue and/or transmission electron microscopy desirable.

Initial salary in range £7037-£7847 p.a. Please apply by letter, enclosing c.v. and names of 2 referees, to The Secretary, (THES), Queen Mary College, Mile End Road, London E1 4NS.

NEWCASTLE UPON TYNE
UNIVERSITY OF

DEPARTMENT OF AGRICULTURAL MARKETING

Applications are invited for the post of LECTURER in the Department of Agricultural Marketing. The person appointed will be expected to contribute to the Department's programme of teaching and research in agricultural marketing with emphasis on the relevance of marketing improvement to the prosperity of British farming.

Salary will be at an appropriate point on the Lecturers' scale £6,070 - £10,860 per annum, according to age, qualifications and experience.

Further particulars may be obtained from the Secretary, Agricultural Economics Unit, The University, 6 Kensington Terrace, Newcastle upon Tyne, NE1 7RU, with whom applications (3 copies) together with the names and addresses of three referees should be lodged not later than 14th August 1981. Please quote reference THES6. H1

NEW ZEALAND
THE UNIVERSITY OF AUCKLAND

FACULTY OF COMMERCE

CAMILLE MAY ROBERTS RESEARCH FELLOWSHIP IN COMPUTER BASED INFORMATION SYSTEMS

Applications are invited for the above Research Fellowship, commencing in the Academic Year 1981/82. Applicants should have a relevant honours degree and have had significant experience in computing in a business environment.

Further details can be obtained from: The Secretary, Department of Management Information Systems, Faculty of Commerce, University College, Belfield, Dublin 4. H1

NEWCASTLE UPON TYNE
UNIVERSITY OF

DEPARTMENT OF CLASSICS

Applications are invited from men and women for the LECTURERSHIP IN Ancient History, tenable for two years from 1st October 1981 or as soon as possible thereafter.

Salary will be at an appropriate point on the Lecturers' scale £4,695 - £10,860 per annum, according to age, qualifications and experience.

Further particulars may be obtained from the Senior Assistant Registrar (F.F.), The University, 6 Kensington Terrace, Newcastle upon Tyne NE1 7RU, with whom applications (3 copies), together with the names and addresses of three referees, should be lodged as soon as possible and not later than 14th August 1981. It is hoped to hold interviews early in September. Please quote reference THES5 H1

LONDON
UNIVERSITY OF

QUEEN MARY COLLEGE

MATERIALS DEPARTMENT

POSTDOCTORAL RESEARCH ASSISTANTS required (for 2 year appointments on SERC-funded projects for work with:

(A) Professor E. H. Andrews and Dr R. J. Young on Adhesion of structural adhesives to metals. Electron microscopy experience desirable (similar posts in general area of mechanical and adhesive testing may be available).

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NEW ZEALAND
THE UNIVERSITY OF AUCKLAND

SCHOOL OF MEDICINE

CHEMICAL PATHOLOGY – ASSOCIATE/PROFESSORSHIP OR SENIOR LECTURESHIP

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Commencing salaries for medically qualified staff will be established in accordance with qualifications and experience:

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SENIOR LECTURERS: NZ$30,143 x 7 yearly increments to $40,958 per annum. Senior Lecturers may be placed on appropriate steps according to clinical responsibilities.

Conditions of Appointment and Method of Application are available from the Assistant Registrar (Academic Appointments), University of Auckland, or from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

Applications, in accordance with 'Method of Application', should be forwarded as soon as possible but not later than 20 SEPTEMBER 1981. H1

NEW ZEALAND
THE UNIVERSITY OF AUCKLAND

MANAGEMENT STUDIES – LECTURESHIP IN COMMERCIAL DATA PROCESSING

CLOSING DATE: 28 AUGUST 1981

Applications are invited from persons in industry, education and other fields who have specialist interests in two or more of the following subjects: Transaction Processing, COBOL Programming, File and Database Management, Data Communications, Information Analysis, System Design, Decision Support Systems and Systems Performance Evaluation. Duties will include teaching in the BCom degree programmes of Commercial Data Processing and Information Systems.

SOCIOLOGY – LECTURESHIP

CLOSING DATE: 4 SEPTEMBER 1981

Applicants with qualifications in any branch of sociology will be considered though preference will be given to a candidate with research and teaching interest in one or more of the following areas: urban sociology; sociology of deviant behaviour; sociological methods, especially quantitative methods.

Commencing salaries will be established within the scale of lecturers NZ$19,140 – $23,320 per annum. Conditions of appointment and Method of Application are available from the Assistant Registrar (Academic Appointments), University of Auckland, Private Bag, Auckland, New Zealand, or from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, before applying. H1

NEW ZEALAND
VICTORIA UNIVERSITY OF WELLINGTON

CHAIR OF GERMAN

The University seeks an appointee who is well qualified by teaching and research in one or both of the areas of German Literature and Culture and Language Study and Teaching who will contribute to, and foster, the study of German Culture, Scholarly work in "Germanistik" in New Zealand is internationally recognized. The position is available for filling immediately.

LECTURESHIP IN THE DEPARTMENT OF MUSIC

Applicants should be qualified to teach in analysis, composition, Western music history and ethnomusicology. Experience in electronic music would be desirable. Research and teaching interests and experience in the above areas should be specified. From 1 February 1982.

Salaries: The salary scale for Professors is NZ$37,342 p.a. to $40,958 p.a. and for Lecturers NZ$19,140 p.a. to $23,320 p.a.

The closing date for applications is 18 September 1981.

Conditions of Appointment: Prospective applicants should obtain the conditions of appointment and method of application from the Appointments Officer, Victoria University of Wellington, Private Bag, Wellington, New Zealand, or from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, before applying. H1

Fellows

LEEDS
UNIVERSITY OF

DEPARTMENT OF FUEL AND ENERGY

Applications are invited for a post of Postdoctoral Research Fellow in the above department. The successful candidate will work on a S.E.R.C.-funded project, on heat transfer in gas turbine combustion chambers, in collaboration with the Rolls-Royce Industrial Power Group, under the supervision of Dr. G. E. Andrews. The work will involve experimental studies of aerodynamics and heat transfer in gas turbine and engine simulator facilities. Applicants should have experience in research and should have, or expect to have, a Ph.D. The post is available for a fixed period of up to two years from 1 August 1981.

Salary on the IA scale for Research and Analogous Staff £6,070 – £10,975, according to age, qualifications and experience.

Informal enquiries may be made to Dr. G. E. Andrews (0532 31731 ext. 7096).

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 6776. Closing date for applications: 20 August 1981. H1

Polytechnics

PORTSMOUTH
PORTSMOUTH POLYTECHNIC

DEPARTMENT OF BUSINESS STUDIES

Principal Lecturer in Hotel and Catering Management required to be responsible for hotel and catering studies consisting of H.N.D. and S.A. (CNAA) courses.

Preference will be given to academically qualified persons with recent management experience in the hotel and catering industry.

Salary scale: £11,898–£14,358 per annum.

Application forms and further particulars from Staff Office, Portsmouth Polytechnic, Alexandra House, Museum Road, Portsmouth PO1 2QQ to whom completed applications must be returned by 7th August 1981 quoting post no. C85. H2

Polytechnics

Strathclyde Department of Education
GLASGOW COLLEGE of TECHNOLOGY

The Glasgow College of Technology, a major polytechnic institution of higher education, invites applications for the following posts.

LECTURERS

INORGANIC CHEMISTRY. Lect 'A'. Teaching chemistry in Degree and Higher Diploma Courses. Interest in analytical chemistry and/or industrial experience would be an advantage.

ORGANIC CHEMISTRY. Lect. 'A'. Teaching chemistry in Degree and Higher Diploma courses. Interest in Analytical Chemistry and/or industrial experience would be an advantage.

SALARY

LECTURER 'A' £6,894 - £11,127 (BAR) £11,949

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the Glasgow College of Technology, Cowcaddens Road, Glasgow G4, to whom completed applications should be returned not later than 14 days after the appearance of this advertisement.

EDWARD MILLER,
Director of Education

THES3

Leicester Polytechnic

ASSISTANT DIRECTOR
(Technology & Construction)

Applications are invited for the above post from persons with high academic qualifications in Engineering or Construction and appropriate academic experience.

Salary: £21,102 per annum.

Particulars and application forms from: Staffing Officer, Leicester Polytechnic, PO Box 143, Leicester.

The Polytechnic of Central London

MSc in Digital Systems in Instrumentation

This new, part-time (one day a week), two year modular course has for the first time in 1979. There is a choice of 25 modules in the fields of:

Microcomputer Engineering and Development; Digital Systems Design and Test; Computer-Aided Design; Computer Graphics and Image Processing; Digital Applications; Signal Processing; Software Engineering; Applied Control Systems; Instrumentation and Real-Time Control applied to Engineering, Physical and Biomedical Applications.

The course is very practically-orientated, with a great deal of "hands-on" project work. The emphasis is on training in new digital techniques, and the second year project is related to the student's own work.

10 SRC Bursaries are available each year.

Further details and application forms from: The Registry, Bulstrode Street, PCL, 115 New Cavendish Street, W1M 8JS. Tel: 01-486 5811 ext 6234.

THES3

BRISTOL
BRISTOL POLYTECHNIC

DEPARTMENT OF COMPUTER STUDIES AND MATHEMATICS

TEMPORARY LECTURER GRADE II in STATISTICS—Ref No L41/40

Applications are invited for the above temporary post which is available from 1 September 1981 to 31 August 1982 to replace a member of staff on sabbatical leave. Preference will be given to candidates able to teach statistics and elementary decision theory to students on Business Studies and Management courses, but persons with interests in the application of statistics to other fields will be considered.

Salary Scale: £5,034 – £8,658 per annum.

For further details and an application form, to be returned to by 31st August 1981, please contact the Personnel Office, Clairharbour Lane, Frenchay, Bristol.

Please quote Reference Number L41/40 in all communications. H3

PORTSMOUTH
PORTSMOUTH POLYTECHNIC

DEPARTMENT OF MATHEMATICS

TEMPORARY LECTURESHIP IN QUANTITATIVE TECHNIQUES

To commence in October 1981. The successful applicant will be required to teach on both the BA Honours Economics and Geography degree courses, and should be appropriately qualified in quantitative applications in Business/Economic Geography.

Salary scale: Lecturer II £4628 to £9694 per annum.

Application forms and further particulars from Staff Office, Portsmouth Polytechnic, Alexandra House, Museum Road, Portsmouth PO1 2QQ to whom completed applications should be returned by 7th August 1981, quoting Ref. K45. H1

LONDON
CITY OF LONDON POLYTECHNIC

DEPARTMENT OF ACCOUNTANCY & TAXATION

VACANCIES FOR LECTURER

The Polytechnic is looking for two academically or professionally qualified people primarily to lecture in financial accounting and management accounting on academic courses.

One appointment will be made to the permanent teaching staff of the Department and a newly established post, the other will be for a temporary period ending 31 August 1982 to cover the absence of a full time member of staff.

Candidates with an interest in auditing or public sector accounting might have an advantage.

Salary: £7,833–£11,190 per annum, including London Weighting.

For further details and an application form please write quoting reference 81/46, to the Staff Records Officer, City of London Polytechnic, 117 Roundelditch, London EC3A 7BU. H3

The Polytechnic of Central London

pcl

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Polytechnics continued

TRENT POLYTECHNIC, NOTTINGHAM AND PLESSEY COMMUNICATIONS AND DATA SYSTEMS LIMITED

Invite Applications from

GRADUATES IN ENGINEERING, COMPUTING OR BUSINESS STUDIES

For Appointment as Teaching Company Associates in Applications to Manufacturing Systems of Computers, Mechanisation and Robotics

The Polytechnic in conjunction with Plessey Communications and Data Systems Limited, wish to appoint two suitably qualified and experienced graduates to work on a Teaching Company programme sponsored by The Science Research Council and the Department of Industry.

The programme will be based on the Plessey Manufacturing Unit at Beeston, Nottingham, and the Associates will be required to undertake exciting and challenging assignments in the application of computers, mechanisation and robotics to manufacturing systems. Those appointed to the scheme will work closely with senior management and academic staff and registration for a Higher Degree may be possible. Appointments will be for a period of two years initially, after which we would expect the Associates to take management positions in *manufacturing* industry.

Applicants should be under the age of 30, possess a good honours degree in engineering, computing or business studies and must have had 2-4 years relevant industrial experience.

A salary in the range of £6,000–£7,500 based on qualifications and experience together with a re-location package will be offered for these posts.

Further details and forms of application may be obtained from:

The Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham NG1 4BU. Tel: 0602 48248 Ext 2041/2059

Colleges of Higher Education

SOUTH GLAMORGAN COUNTY COUNCIL
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION
FACULTY OF TECHNOLOGY

LECTURER GRADE II (TEMPORARY)

Applications are invited from suitably qualified persons to teach a range of subjects within T.E.C. courses at *Certificate* and *Higher Certificate* level in Electrical and Electronic Engineering. Applicants should be graduates with good industrial/teaching experience. Previous experience in teaching and development of courses in radio communication/microprocessors/plant engineering would be considered an added advantage. The appointment is dependent upon the establishment of a full time T.G.P.S. course and will be tenable for one year in the first instance.
Salary Scale: Lecturer II – £9,462-£10,431 p.a.

Application forms and further details are obtainable from the Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed, Cardiff and should be returned within 14 days after the appearance of this advertisement. H8

THE COLLEGE OF LAW

LECTURESHIP IN LAW

Applications are invited from solicitors for a post of lecturer.

The salary will be within the scale £8,028-£12,720 p.a. (which includes a London allowance of £1,020) with the entry point depending on qualifications and experience. Normal annual increments are £408.

Apply with full personal, professional and academic details and the names of two referees to the Director, The College of Law, 27 Chancery Lane, London, WC2A 1NL, from whom further particulars may be obtained. THES8

EALING
COLLEGE OF HIGHER EDUCATION
SCHOOL OF HOTEL-KEEPING & CATERING

LT IN APPLIED SCIENCE

Required in September 1981, or as soon as possible thereafter, to teach food and material science on a variety of vocational courses. Candidates should, preferably, be graduates (or at physical science with several years industrial experience in an appropriate area. Knowledge of teaching/training desirable.

Salary: LI £5763 to £8417 on inclusive of London weighting. Starting point determined by qualifications and experience.

Application forms and further details from the Administrative Officer (ITDU), Ealing College of Higher Education, St. Mary's Road, London W5 5RF.

Closing date: 14 August 1981. H8

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL

BRETTON HALL COLLEGE OF EDUCATION

Required primarily for October 1981 TUTOR IN SOCIAL WORK/SOCIAL SCIENCES.

Candidates must be qualified Social Workers. Should hold a degree in the social sciences. Experience in residential work and an interest in an aspect of sociology/social psychology would be an advantage.

Salary: Lecturer II/Senior Lecturer £6468/£9684/£11814.

Details and application forms from the Principal, Bretton Hall College, West Bretton, Wakefield, WF4 4LG (0924 830 261) to be returned as soon as possible. H8

Colleges of Further Education

Somerset

STRODE COLLEGE, STREET

Applications are invited for the post of

PRINCIPAL

to commence January 1982

Strode is a Tertiary College situated at Street and established in 1973 to provide 16+ full-time courses for students in the Street, Glastonbury, Shepton Mallet and Langport areas, plus vocational courses over a wider range. The College is well established and continuing to grow.

This post offers to a well qualified and experienced person, opportunities for further development of the Colleges' highly successful contribution to 16+ education.

Salary: Burnham Group 3 £16,872 p.a.

Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton, quoting ref. NW3. Closing date: 3rd August, 1981. THES7

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION

LECTURER IN COLOUR AND (GRAPHIC DESIGN)

(Temporary Appointment)

LT £5034 - £6658

JACOB KRAMER COLLEGE, VERNON STREET, LEEDS LS2 8PH
(0532) 30931

Principal John Robb-Webb

Required for September 1981 until 31st July 1982 a tutor to teach the Colour and Design element of the various Graphic Design courses. Experience of the needs of Graphic Design students in relation to the subject taught will be essential. The successful applicant will in addition function as Year Tutor for first year students.

Application forms and further details available from the Registrar (Appointments) quote reference R/S/81/4.

Closing date: 14 days after advertisement appears. H7

Colleges of Technology

SALFORD

SALFORD COLLEGE OF TECHNOLOGY
Frederick Road, Salford, M6 6PU

Department of Business Studies

LI/SENIOR LECTURER required in the School of Management to develop a specialism in PURCHASING. Duties to commence as soon as possible.

Temporary Full-time LI/LII in INDUSTRIAL SOCIOLOGY from September 1981 for one academic year.

Salaries: Senior Lecturer – £9,684 to £12,381; Lecturer II – £8,028 to £9,462; Lecturer I – £6,882 to £8,028.

Further particulars and forms of application available from the Principal to whom completed forms should be returned as soon as possible. (1481/3) H3

Appointments Wanted

POST in history/religion full/part-time sought by established scholar in English branch of an American university. Write Box Number 9720V The T.H.E.S. W.C.1. H7

Colleges of Art

AVON EDUCATION COMMITTEE
BATH ACADEMY OF ART

Corsham Wiltshire SN13 0DB
(Telephone: (0249) 712571).

Senior Lecturer in Ceramics

£9,624 - £12,141

Applications are invited from suitably qualified persons for the above full-time post in the Three Dimensional Design/Ceramics Department. The appointment will be from 1 September 1981 or as soon as possible thereafter.

Application forms and further particulars from the Principal to whom completed forms should be returned as soon as possible. THES9

Personal

IMMEDIATE ADVANCES £100 to £30,000. Written terms by quest. Regional Trust Ltd., 37 Clover Street, Reading. Tel: 0734 WI4 4RT. Phone: 01-451 3884.

MORTGAGES. Remortgages. Top-ups secured and unsecured loans. 01-348 4068. Martin Hancock Ltd., Freepost, London, NW4 1YB. H20

Administration

HONG KONG UNIVERSITY OF

ASSISTANT SECRETARY (FINANCE)

Applications are invited for a post of Assistant Secretary (Finance) in the Finance Division. Candidates, who are interested in a career in university financial administration and who are members of a professional accountancy or equivalent body or who possess a university degree or its appropriate field.

Annual salary (superannuation scheme): HK$113,140-4,260-150,180-4,260-158,700 (approx. £11 - HK$10.10 approx.). Starting salary will depend on qualifications and experience.

At current rates, salaries in scale exceed 13% of gross income. Housing at a rental of 7½% of salary (subject to allowance, leave and medical benefits are provided.

Further particulars and application forms from the Association of Commonwealth Universities, Attention: Ms. Gordon Bowen, London WC1H 0PF, or from the Appointments Unit, Secretary's Office, University of Hong Kong, Hong Kong.

The closing date for applications is 30 September 1981. H1

LONDON
ROYAL COLLEGE OF ART, SW7

Applications are invited from graduates with several years previous experience in university administration for the post of ADMINISTRATIVE ASSISTANT in the Registrar's department.

The main duties will involve servicing academic committees and the preparation of the 3-year Grant Aided and Internal Handbook. Salary on Scale 3 £6252 - £9893 including London Allowance, according to age and experience.

Further details and application form can be obtained from the Assistant Registrar (Administration), Royal College of Art, Kensington Gore, London SW7 2EU. H1

PRESTON
POLYTECHNIC

Applications are invited for the following posts.

Faculty of Art and Design
Fellowship in Fine Art (Painting)

Practising painters are invited to apply for the North West Arts Association Fellowship in Fine Art, which is offered jointly by the NWAA and Preston Polytechnic.

The fellowship which is based at Preston Polytechnic is for a period of ten months commencing on 1st October 1981. It provides a living allowance of £2,000 plus a salary of approximately £3,500 for part-time lecturing and tutorial duties. (Reference AA/47).

School of Social Studies. Lecturer II – Political Science

Salary Scale: £6,462 to £10,431 (Reference AA/48)

Application forms and further details available from the Personnel Officer, Preston Polytechnic, Preston PR1 2TQ.

Closing Date: 21st August 1981. H9

POLYTECHNIC OF WALES
STUDENTS UNION

PERMANENT SECRETARY

Salary Scale N.J.C. Grades SO1/SO2 £7,632 to £8,880 (as 7.5% increase from 1st July).

The Students' Union requires someone with sound commercial ability to manage its affairs. In particular, he/she will be in overall control of the many administrative, financial and commercial activities of the Students' Union.

Applications, together with full curriculum vitae and the names of three referees, should be sent to:- The President, Students' Union, Forest Grove, TREFOREST, Mid Glamorgan CF37 1UF by 12.00 noon on Thursday 20th August.

Further details are available by writing to the above address or telephoning 0443-408227/8/9 during office hours.

UNIVERSITY OF EXETER

ACADEMIC REGISTRAR AND SECRETARY OF THE UNIVERSITY

Following the death of Mr. K. T. Nash applications for this post are invited from persons with appropriate experience in administration at a senior level, preferably but not necessarily in a university. The person appointed will be responsible for providing secretarial services for the Court, Council, Senate and Faculties and for the general administration of the University. Salary will be within the professional range, current average £18,480 per annum.

Further particulars may be obtained from the Vice-Chancellor, University of Exeter, Northcote House, The Queen's Drive, Exeter EX4 4QJ. Closing date for receipt of applications (8 copies, one copy from candidates overseas) 18 September 1981. THES11

Research

SHEFFIELD
THE UNIVERSITY OF

DEPARTMENT OF SOCIOLOGICAL STUDIES

RESEARCH OFFICER

Applications are invited from men and women for the above post, tenable for two years, to work on an SSRC-funded study of some regional unemployment in the Sheffield area. Inquiries and applications should have knowledge of the sociology of work and class relations, or of closely related areas, and sufficient experience of fieldwork and data analysis to take everyday charge of the project under guidance. Initial salary in the range £6,070 to £7,700 a year, with increments. Particulars from the Registrar and Secretary, the University, Sheffield S10 2TN to whom applications should be sent by 31 July 1981. Quote ref. R.514/41. H10

SHEFFIELD
THE UNIVERSITY OF

DEPARTMENT OF PREHISTORY AND ARCHAEOLOGY

JUNIOR RESEARCH FELLOW

Applications are invited from men and women for the above post, tenable for the first of two years in the first instance, renewable annually for a further two years (it is expected that renewal will be granted). The Fellowship will be based in the Palaeolithic research unit of the department. Salary scale £3,483 to £4,473 per annum (under review) plus F.S.S.U. Initial salary will be fixed according to age and experience up to £4,473 per annum. Applications (3 copies), accompanied by the names and addresses of two referees, should be sent by 31 July 1981 to the Registrary, The University, Sheffield S10 2TN, from whom further particulars may be obtained. Quote ref: R515/41. H10

Research continued

UNIVERSITY OF EDINBURGH
MACHINE INTELLIGENCE RESEARCH UNIT

RESEARCH ASSOCIATE

Required for computer vision project in collaboration with GEC Hirst laboratories. A SERC grant is available for 3 years to run 1981-1984. Placement on the salary scale will be in accordance with age and experience in the range £6,070 to £10,675. The successful candidate will be based at GEC Hirst RRU, Edinburgh, enjoying normal university privileges and rights. In addition to participating closely in this University/industry research, the person appointed will fill a technical liaison role between the London and Edinburgh laboratories. The work involves use of advanced software tools and programming environments for development of computer vision systems for robotics.

Applications with curriculum vitae and names of referees should be sent to the Secretary to the University, Old College, Southbridge, Edinburgh EH8 9YL. Please quote reference 5038.

THE POLYTECHNIC OF WALES
POLITECHNIG CYMRU

DEPARTMENT OF CIVIL ENGINEERING AND BUILDING
RESEARCH ASSISTANT

Salary:
£4,388-£5,466 p.a. inc.

Project Area: The use of economizers in analysing thin elastic rotational shells.

Aims: To develop and improve an existing shell programme which will be suitable for use on small computers.

Suitability of Applicant: Good Honours Graduate in Civil or Structural Engineering with knowledge of Structural Shells, Finite Elements and Macro/Micro Programming.

Further particulars and application forms are obtainable from:

The Personnel Officer
The Polytechnic of Wales
PONTYPRIDD
Mid Glamorgan CF37 1DL
Telephone: (0443) 405133 ext 2021

Closing date: 7 August 1981.

The Polytechnic of Wales

CARDIFF
UNIVERSITY COLLEGE

RESEARCH ASSISTANT

DEPARTMENT OF CIVIL AND STRUCTURAL ENGINEERING

Applications are invited for the above post to work on the topic "Theorems of Structural Variations". The study is for a two-year period and the candidate may register for a higher degree. Applicants should have a First Class Honours Degree and one year's experience of research in the field of structural analysis using computers and numerical methods. A theoretical knowledge of finite element technique would be an advantage. Salary scale: within R & A 1B £6,070 - £6,475 p.a. Duties to commence 1st October 1981 or as soon as possible.

Applications (2 copies) together with the names and addresses of two referees should be forwarded to the Vice-Principal (Administration and Registrar), University College, P.O. Box 78, Cardiff CF1 1XL. Closing date 1st September 1981. Ref: 2252. H10

WARWICK
UNIVERSITY OF

RESEARCH FELLOW
in
ORGANISATIONAL BEHAVIOUR

In the School of Industrial and Business Studies to work on a project funded by the SSRC for three years from 1st January 1982, to investigate the structure of career opportunities in with Dr Alan Bowen. The fieldwork will conduct interviews and surveys within the West Midlands Region of the N.H.S. Candidates should be involved in the behavioural sciences, preferably including industrial sociology, and possess a doctorate, or equivalent academic or industrial experience. Salary up to £8,511 p.a. on the Lecturer Grade I scale; exceptionally, a salary in the Range 1A scale: £6,070-£10,675 p.a. may be offered. Apply to Miss Susan Brown (0203-24011-5548). Application forms and further details from the Academic Registrar, University of Warwick, Coventry CV4 7AL to whom applications should be returned quoting Ref. No: 48/SA/81/L. H10

LEEDS
THE UNIVERSITY OF
SCHOOL OF GEOGRAPHY

Applications are invited for a post of postdoctoral RESEARCH FELLOW or predoctoral RESEARCH ASSISTANT in the above School for work on an SSRC sponsored programme on model development for planning and policy with particular reference to spatial structures of the health and education services. A good honours degree in Geography, Mathematics or another appropriate subject is required, and for appointment at Research Fellow level, a PhD or equivalent qualification.

The post is available from 1 October 1981 for a fixed period of up to three years.

Salary on the 1A Range for Research and Analogous Staff: £6070-£10675 (Research Fellowship), or the 1B Range: £5285-£7700 (Research Assistantship), according to age, qualifications and experience.

Informal enquiries may be made to Professor A. G. Wilson (tel 0532-31751 ext 7176).

Application forms and further particulars may be obtained from the Registrar, The University of Leeds, Leeds LS2 9JT, quoting reference number 32/137/DG. Closing date for applications 18 August 1981. H10

General Vacancies

COUNCIL OF ENGINEERING INSTITUTIONS
(Engineers Registration Board)

require a

Qualifications Assistant

(£6,000)

The person appointed will deal with routine administration of nominations for registration with the ERB, the procedures for accreditation of qualifications in the UK and abroad and assist with general liason activities with related bodies in the qualification field.

A degree or professional qualification is desirable not necessarily in engineering and the successful candidate is likely to be aged 23-28 although a mature person would be considered.

Applications with full particulars or c.v. to the Executive Secretary, CEI, 2 Little Smith Street, London SW1P 3DL. THES15

Courses

THE OPEN UNIVERSITY

PART-TIME HIGHER DEGREE

Advanced Educational and Social Research Methods

Applications are invited for a two year, part-time external course leading to the Open University higher degree of Bachelor of Philosophy. The course covers the main lines of educational and social research methods and their philosophical basis, and aims, by direct teaching, project work and a dissertation to equip students to analyse and report on research data, criticise published educational and social research data and to develop further lines of research.

The course is open to applicants in any part of the United Kingdom. In the first year, students will follow the taught element of the course, including correspondence texts, TV and radio programmes, computer programmes and optional tutorials and will study a number of set books from one option from a range of social science and education disciplines. In the second year, students will undertake a supervised dissertation.

Applicants should normally have at least an upper second class honours degree in, or including, education or the social sciences. Application forms and further particulars are available from the Higher Degrees Office, The Open University, P.O. Box 48, Milton Keynes, MK7 6AD. Telephone: Milton Keynes (0908) 653806; please quote reference (TB/2). The closing date for applications is 22nd August, 1981. THES21

Overseas

AUSTRALIA
ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY LIMITED

SENIOR LECTURER/ LECTURER IN METALLURGY

DEPARTMENT OF METALLURGY & MINING

Applications are invited from suitably qualified metallurgists or metallurgical engineers with academic training and industrial experience in at least one of the following fields: extractive metallurgy, physical metallurgy, welding and non destructive inspection, mechanical metallurgy.

Applicants should hold a higher degree in an appropriate discipline, preferably at Ph.D. level, or have achieved an equivalent status. Experience in teaching at the tertiary level would be advantageous.

The appointee to a Senior Lecturer position would be responsible to the Head of Department for academic and administrative activities in the secondary metallurgy section of the Department as well as for the development and implementation of undergraduate and graduate programs and the supervision of post graduate research projects.

The duties of a lecturer include responsibility to the Head of Department for teaching in appropriate undergraduate and graduate subjects as required, supervision of higher degree students and projects and some administrative work.

Salary within the range –
$A19,821 – $A26,037 p.a. (Lecturer)
$A26,593 – $A30,995 p.a. (Senior Lecturer)

A Position Description is available from Staff Branch (341 7337). Applications quoting ref. no. 124/10/AN to the Staff Officer by 1/10/81.

Royal Melbourne Institute of Technology Limited

NATIONAL UNIVERSITY OF SINGAPORE

SENIOR RESEARCH SCHOLARSHIPS
RESEARCH SCHOLARSHIPS

The Scholarships are awarded with a view to encouraging research leading to a master's or doctorate degree of the University. The Scholarships are tenable for one year in the first instance but, subject to the scholar's satisfactory progress, may be renewed for a further period of up to two years

Senior Research Scholarships
The Scholarships are awarded to persons whose undergraduate academic record is outstanding. The emoluments are:
$1,000 p.m. in the first year of award
$1,050 p.m. in the second year of award
$1,100 p.m. in the third year of award

Research Scholarships
All persons who are eligible for admission to postgraduate studies at the National University will be eligible to apply for these Scholarships. The emoluments are:
$800 p.m. in the first year of award
$850 p.m. in the second year of award
$900 p.m. in the third year of award

The University will not provide passages for successful applicants to take up these scholarships; nor will it pay any allowance to supplement the monthly emoluments stated above.

Applications must be submitted on prescribed forms obtainable from the Registrar, National University of Singapore, Singapore 0511.

Completed application forms must reach the Registrar not later than 31 August 1981. THES12

UNIVERSITY OF GUYANA

VACANCY – DEPARTMENT OF HISTORY

Applications are invited from suitably qualified persons for the post of LECTURER I in the Department of History.

Applicants should have at least a Master's Degree and should be able to lecture in:
(a) Latin American History
(b) World History
or (c) European History

SALARY SCALE (Per annum)
Lecturer I – UA3: G$9,008 x $480 – $11,880 per annum.
Benefits include housing allowance, contributory medical and pension schemes and study leave. Anyone recruited from overseas will receive up to four (4) full economy air fares from point of recruitment (i.e. for himself, wife and unmarried children up to eighteen (18) years of age) from the point of recruitment. Limited removal expenses and a Settling-in Allowance.

Applications (3 copies) stating: name, date of birth, marital status, qualifications with dates obtained, work experience (with dates) names and addresses of three (3) referees (one of the referees must be your present or last employer where applicable), must reach the Personnel Division, University of Guyana, P.O Box 101110, Georgetown, GUYANA South America, before August 15, 1981.

PERSONNEL DIVISION
June, 1981.

UNIVERSITY OF GUYANA
Vacancies – Faculty of Technology

Applications are invited for the following positions:

1. LECTURER I or LECTURER II or SENIOR LECTURER in the Division of Engineering Mathematics to teach mathematics courses in the Engineering degree programme.

Applicants must possess the following:
(a) LECTURER I: At least a first degree in Engineering Mathematics or Engineering, which must include a Statistics course, and three years relevant experience.
(b) LECTURER II: A post-graduate degree or equivalent which must include a statistics course, a recognised professional qualification and relevant experience.
(c) SENIOR LECTURER: In addition to the qualifications for Lecturer II, applicants must have adequate industrial experience, and produce evidence of research.

2. Applicants must have at least a first degree in an Engineering discipline with five years industrial experience at a senior level.

Responsibilities of the position will include:
(a) arrange industrial attachments for students;
(b) following up on progress of technology graduates;
(c) organising seminars;
(d) keeping Faculty informed of problems within industry;
(e) establishing a schools' liaison programme;
(f) advertising services available at the Faculty of Technology.

SALARY SCALE (PER ANNUM)
Lecturer I – UA3: G$9,008.00 x $480.00 – $11,880.00
Lecturer II – UA3A: G$12,360.00 x $480 – $16,440.00
Senior Lecturer – UA2: G$16,780.00 x $640 – $18,020.00
Industrial Liaison Officer – G$9,008.00 x $480 – $14,760.00.

Benefits include housing allowance, contributory medical and pension schemes, and study leave.

Anyone recruited from overseas will receive up to four (4) full economy air fares from point of recruitment (i.e for himself, spouse and two (2) unmarried children up to eighteen (18) years of age), limited removal expenses and a Settling-in Allowance.

Applications (3 copies) stating name, date of birth, marital status, qualifications with dates obtained, work experience (with dates) names and addresses of three (3) referees (one of the referees must be your present or last employer where applicable), must reach the Personnel Division, University of Guyana, P.O Box 10–1110, Georgetown, GUYANA, SOUTH AMERICA, before 15th August, 1981.

PERSONNEL DIVISION
July 3, 1981.

THE BRITISH COUNCIL
INVITES APPLICATIONS FOR THE FOLLOWING POST:

KIPU ENGLISH LANGUAGE TEACHING SCHEME

The KELT Scheme is part of British programmes of aid to developing countries under which ELT specialists serve in key posts in 40 countries.

SUDAN
LECTURER/MATERIALS WRITER (ESP)
KHARTOUM POLYTECHNIC
Reference: 81 & 15

THE JOB: To lead two of three materials production teams writing ESP courses for Weaving and Textile Technicians and Land Surveyal Engineering Technicians; to set and mark examinations for own teaching group; to advise Sudanese staff in professional matters; to participate for Head of English Department when necessary.

QUALIFICATIONS. Candidates, preferably aged 28-35, must be UK citizens with a British Educational background. A degree plus an MA in Applied Linguistics and at least three years overseas experience of ESP materials writing are essential.

SALARY: £9,482 - £10,717 per annum.

ALLOWANCES: NIL - £1,474 per annum (depending on salary and family circumstances).

CONTRACT: Will be for a period of 2 years initially from September 1981.

BENEFITS: Salary and allowances free of UK income tax; variable overseas allowance according to marital status and salary level; two family passages; children's educational allowance and holiday visits; free furnished accommodation; partial allowance; medical scheme; baggage allowance; paid leave.

Closing date for applications: 7 August 1981

Please write briefly stating qualifications and length of appropriate experience quoting (relevant reference number and title of post for further details and application form to: Overseas Educational Appointments Council, 65 Davies Street, London, W1Y 2AA. H12

REMINDER

COPY FOR CLASSIFIED ADVERTISEMENTS IN THE

T.H.E.S

SHOULD ARRIVE NOT LATER THAN 10.00 A.M. MONDAY PRECEDING THE PUBLICATION

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THE TIMES HIGHER EDUCATION SUPPLEMENT P.O. BOX 7 GRAYS INN ROAD LONDON WC1X 8EZ

Don's diary

Sunday

The crows in the nearby trees are more strident than any alarm clock and encourage wakefulness but not, at 6 a.m., any urge to get out of bed. Stay put and contemplate (with relief) the end of the first year of the new diploma in legal practice. How to assess students' performance on a continuous basis over a number of different subjects has been the real problem – easy in theory, but more difficult to operate in practice. Apprehension amongst the students as the end of term approaches, which I have to allay in the coming week: perhaps a reassuring talk that the examiners were themselves students at one time might be the right approach?

Sunday is hardly going to be a day of rest with this to do and with finishing touches to be put to two lectures on commercial leases: putting order into rough notes always takes longer than expected, so anticipate day will be fully occupied. After breakfast, shut study door firmly, but immediate conflict with son who wants floor for electric train and wins: blame any improbabilities in the lectures when they are delivered on this. Sun comes out at lunchtime. Spend the rest of the day in the garden cutting the grass (virtuously), ignoring lectures, weeds and family, and lying on the grass (not so virtuously).

Monday

Week 5 of term 3 begins – no Gregorian calendar here – but I am in a car travelling through the early morning mist to Kingussie on the edge of the Cairngorms to listen to the opening of a planning inquiry on a proposed new skiing development on Cairngorm. With battle lines between skiers and conservationists drawn, it promises to be exciting (and lengthy) – hope to use it in my planning procedure course next year. Promptly at 10 a.m. the inquiry opens, and after appearances are taken – at least 60 witnesses propose to appear – it closes for the day equally promptly at 10.45. Counsel for the developers has flu.

Sun is now out, so head for Cairngorm. Swallowing feelings about chairlift, use it – for speed only, of course – to get up the hill and disappear over the top to Loch Avon (where so far the chairlift company has not penetrated) and wander on to Bynack More among the reindeer herd and round the Barns of Bynack, granite tors squatting on the hillside like monumental Henry Moore sculptures. Follow a compass course back to Cairngorm, mistakenly, since the Ordnance Survey haven't noticed various crags on the way, or at least they haven't recorded them. Takes longer therefore to get back on to Cairngorm, and only beat the evening thunderstorm back to the tent by minutes.

Tuesday

Up early, back to the planning inquiry to find counsel's flue can apparently be exactly timetabled, and at 10 a.m. prompt matters get underway. Leave midmorning to get back to Dundee to deliver my thoughts on commercial leases at 2 p.m. In spite of competition from the construction site next door, where work has been spasmodic as money is short but which always seems to begin within 15 minutes of the start of any lecture (and even the microphone fights a losing battle with the cement-mixer), deliver my thoughts on what exactly is a commercial lease and how you go about drafting one: suggest somebody else's style and a pair of scissors and glue.

Move gently on to assessment and describe how it will (or at least should) operate. "Is it true that a quarter of the class is to be failed as an example to next year's course?" is one question. Judiciously deal with the questioner, but toy nonetheless with the idea. Leave without being heckled or lynched – must have broadcast the necessary reassurance. Catch up with two days' administration – in other words, contemplate the considerable number of assessment marks recorded against each student and wonder why we thought the system would be easy to operate.

Wednesday

Rain as usual, but not thunder, only the Phantoms from Leuchars overflying the department. An hour in my room and then off to Perth – another day out – where we have permission to film a meeting of the District Council for use in next year's public administration course: to show the students life as it really happens! The audio-visual unit are already set up when I arrive, lights and cameras in position and cables snaking everywhere.

The meeting proceeds normally (I think), but I am later told it took twice as long as it should have owing to the presence of the cameras. The only real complaint comes from a councillor sitting directly under a battery of lights – he has been frying gently since about half-time. Back to Dundee in yet another downpour with six hours of film from the cameras to edit.

Thursday

At last, a day spent in the department with the prospect of catching up on the administrative chores. Lecture on leases at 9 a.m. followed by a tutorial; in theory my time is free thereafter, but constant interruptions throughout the day, so not as productive as hoped. Catch up on next year's admissions. Knock off early, as will be returning in the evening to look in on the advocacy course. Thursday isn't a good day since classes run from 9 a.m. till almost 9 p.m. The use of television seems to keep interest going; it is effective in teaching advocacy, and it keeps the class on its toes since no one knows when the camera is going to zoom in on participant or audience, and the playbacks cause amusement – at least to those who aren't featured.

Friday

End of the week in sight. Morning in my office. Hasty lunch and a dozen students and I then visit Perth Prison; it was built to house Napoleonic prisoners and is a listed building (the planning interest) but was also the site of the last judicial hanging in Scotland (the criminal advocacy interest). Recent escapes have focussed attention on security and new wire is being strung round the walls – by a squad of prisoners. Signed in and counted. Told to talk to prisoners if we wish, but we're probably more embarrassed than they are, especially the girls who are whistled at wherever we go.

One student tries a tentative smile at a prisoner and is met by the remark "you *can* smile, we're here for three years" – after that, concentrate on the guide. Visit ends with tea and discussion with an assistant governor; questions about the BBC *Strathclyde* programmes are raised and answered. Glad to get out again! But a useful visit, especially for future advocates. Back at high speed with the red light on the tachograph winking, to avoid the university operatic society having to do without half of the chorus who'd been in our party.

Saturday

Morning as busy as ever, in spite of resolution to have a long lie in bed; ferrying children round, a game of squash, etc. Afternoon wet again (what's new?) and correction and television sport vie for attention. Still, only four weeks to go.

D. J. Hogarth

The author is director of studies in the Diploma of Legal Practice Department at Dundee University.

Examining the disappointment of doing well

Patrick Nuttgens

The two students were sitting on a bench beneath their work looking sad and terribly bored. They had just finished their assessments and had done very well; apart from the degree results, they had both been offered postgraduate places in the Royal College of Art. The works of art above and behind them were large, expressive, immensely skilled and throbbing with vitality.

I asked them what was the matter. I also congratulated them, a habit that polytechnic directors easily forget in the midst of all the anxieties put there to keep our mind off the actual work of teaching. "There's nothing to do," said one; "I've never felt so much at a loose end," said the other. And mind you, these were Fine Art students, the sort of people who other students think have nothing to do at any time and might therefore be used to it.

It all came back to me in a rush. There is nothing so dismal and empty-making as getting your results and finding you have done well and got everything you set out for. Suddenly, after months of intense work and hope with an objective ahead, it is all over. There is nothing to do.

I remember the situation in Edinburgh, finishing an incredibly complicated course (now sensibly abolished) that swung between the university and the College of Art and getting some first class honours that I had hoped for but not expected to get. The sun was shining, as it always does in Edinburgh during examinations but not at any other time in the year. I walked outside and along the street, keyed up with delight and excitement. But what was I to do? Should I stop a few passers by and tell them that I had some amazing results? Would they congratulate me? Or back away frightened? Or call the police? Or, worst of all, laugh? I met a few fellow students and told them. They were visibly unimpressed.

What an anticlimax! In the end I called on my future father-in-law, a doctor, who instantly diagnosed the disease and since he was just about to visit a patient in the Borders, took me with him to Peebles, where we had tea in the Peebles Hydro among decrepit old people in wheelchairs. It all seemed suitably symbolic. The doctor had experienced it before.

I have been told by a reasonably reliable friend that terrible as the experience may have been in Edinburgh, it was nothing compared to the same experience in Cambridge. Edinburgh, after all, was not the most urbane of cities and universities and you might well have hopes of something better to come. The very opposite was the case in Cambridge. After three or four years of arcadia, what could compare with it? After getting the best possible results, what better could ever be expected? From now on, he said sadly but with certainty, whatever you did and wherever you went, it could only be down hill all the way.

On that sad Scottish occasion I cheered myself up by thinking of the excitement of the examinations. And in case that sounds bizarre, I had better confess straight away that even if many people prefer to expunge from their minds, the fact is that I used to love examinations. That may have been because I never failed one, as members of my family point out nowadays sharply. If you saw looming up before you the prospects of another disaster, they point out, you would take a different view.

Actually it isn't entirely true that I have never failed an examination. I failed the driving test on my first attempt. I have never felt so humiliated. I couldn't believe it. What made it even worse was that my elder brother, who had failed all his examinations at school but passed his driving test at the first go, laughed till he was almost dizzy, with uncalled-for remarks about the mightly fallen ha, ha, ha.

But let me return to the joy of taking examinations. I cannot remember when it first became obvious to me that an examination was a task with a limited purpose and a limited scope. It was not an assessment of one's life and potential, but just a test of whether you knew enough about the subject and could cope with a few questions connected with it.

At school we had had for a time a Prefect of Studies who had made a detailed and critical analysis of [illegible] examinations after School Certificate and Higher Certificate (as the exam were known in those far-off days). He had studied not only the papers but hundreds of results; he kept a huge chart in many colours pinned up on a wall which indicated the school record in detail in the last few years. Every year he brought it up to date and identified the challenges to the leading contenders in the School Certificate stakes. That led me to set my sights on achieving the best results that it was possible to obtain, and I was rather annoyed when a colleague got there a year before I did.

But the point I am working round to is that as a result of his work we could all of us, not just the record breakers, know pretty well what to expect when we entered the examination hall. There is, after all, only a limited number of questions any sane examiner can set on any subject, and if some of them have been exhausted in the last few years another few are likely to come up. Given a reasonable certainty about the subject matter, you could concentrate upon studying the time to each answer, the length it had to be, and the organization of your time and space.

In fact, on one occasion I remember becoming so excited by the answer I was writing and knew I was writing well – it was about Wallenstein and the Battle of Lutzen in the Thirty Years War – that I found myself getting sexually excited (further than the effect any girl had had on me at that time) and had to stop writing in case an unseemly spasm took place in the examination room.

So let me bring these things together with a few comments about examinations in general, which everyone must know but can bear saying again. There are three things that apply to them all. First, there is no escape from the need to know the material before going to the exam: no amount of brilliance of mind will disguise a fundamental ignorance; all it does is to rob us of the peace of mind that is essential to good exam writing. Secondly, as everyone knows and many forget in the heat of the moment, it is always worth spending time studying the paper before writing a word and working out a timetable and game plan, in my case usually five minutes before starting. And thirdly, there is a lot to be said for frenetic revision at least a day – and probably several days – before the examination so as to tackle it fresh and enthusiastically.

But in the end what led me to enjoy exams was the recognition that ultimately examinations are a way of learning. You always learn something while writing the paper, even if it is only how to finish a job on time.

Good PR is all that Mrs Thatcher needs

Keith Hampson

Mrs Thatcher is a "cautious and compromising politician." Hardly the line one would expect from *The Guardian* – but that is where the comment comes from nevertheless. I read on: "She has been a very milk and water monetarist . . . she had done nothing to appease the Right of her party over trades unions and little over immigration." But the moral *The Guardian* drew was that the Government was "contriving a employment, there are going to be few who will welcome such an argument. But the balance could be redressed if we used money more sensibly. Once more the Government needs the courage of its convictions.

Neil Macfarlane has always been far-sighted on the sixth-form curriculum. The evidence that bigger sixth forms produce better results is overwhelming – and they are more cost-effective too. Tertiary colleges in particular have the advantage of being able to offer a wider range of practical courses than a sixth-form school, without losing valuable courses of quality. Yet sadly the Government diluted the value of the impact – of its report *Education for 16–19-year-olds* by fudging the issue, when in fact it is a crucial policy for preserving standards and strengthening technological education. All too often, the Government's policies – sound enough in themselves – suffer from a lack of vision in the presentation. The Youth Opportunities Programme, for example, has doubled the opportunities for training but gets no credit. Jim Callaghan's schemes currently before the Cabinet for an integrated 16–18 education/work-experience/training scheme are the most highly developed and exciting set of proposals produced by any government.

All the Labour Party can do is to whinge on the sidelines, forgetting that for 11 out of 17 years it had the chance to cope with youth unemployment and head off inner city troubles. So if the Government's reputation does not revive, it will have no one to blame but itself.

Take the university cuts, for example. You would have thought they represented a further reduction in Government funding for the UGC. Yet they were merely the implementation of the cuts announced earlier in the year, and could so easily have been made more palatable.

The UGC system will certainly never be the same again – and a jolly good thing too. For years academics have condemned across-the-board cuts that bear no relation to quality. The trouble arises when it all comes too close to home.

It is the lack of declared Government strategy that worries me most in higher education. The Government's case seems to me not only credible but strong. What ministers needed to tell the country would have been attractive to most people: that to achieve a return to prosperity we have to invent, to invest in and exploit new technologies; that despite a recession, there will be great opportunities in the 1980s but to take advantage of them we need to concentrate the limited resources we have. Only by doing so will Britain cease to be an underskilled country. The transition needs to be far reaching but it will also be painful because there are bound to be losers as well as winners.

A disproportionate percentage of public funds is invested in the "front" end of the education system. But given the prospects for youth

LETTERS TO THE EDITOR

Research into the inner cities

Sir, – Peter David's reference to me in his article on inner city research (*THES*, July 17) may have given the impression that I refused to have anything to do with the SSRC's inner city panel. In fact I simply wasn't asked, even though my own unit was embarking on a major programme on Race and the Inner City. Subsequently the only approach which was made to me by the LSE team was a request that I should chair a seminar to be addressed by a black militant, an orthodox criminologist and somebody talking about the media.

So far as I am aware the inner city working party has been very weak on ethnic questions. This is a pity because there are serious problems which arise for ethnic minorities as a result of the White Paper *Policy for the Inner Cities*. A quite crucial section of that White Paper on population policies claimed that, since many of the present inner city residents are unskilled, they would do better to move to the periphery.

This proposal seems to me to be based on very bad research. Many of those in unskilled occupations in the inner city are in fact over-educated for their jobs (this is particularly true among Asians). Even if they weren't, however, one should not conclude that they were not capable of industrial training and least of all that their low occupations would be genetically transmitted to their children. I am afraid that the inner city studies, particularly that in Lambeth, do make all these assumptions and that their effect is to encourage planning officers to believe that it is their task to get rid of as many blacks from the inner city as possible. It seems to me right, as a social scientist concerned with ethnic relations, to draw the attention of my colleagues to these matters. On the whole those in planning research have systematically ignored them.

I think Peter David is right in saying that some of the most important work on policing has been done by writers like Stuart Hall. I am less convinced however about what has come out of the new deviancy tradition. On the whole it has apologized for the deviant including the "Pakibasher". Characteristically Simon Frith's note about skinhead attacks on Asians is that the skinhead culture is "macho".

Unfortunately I fear that problems of racial conflict have not fitted easily into any of our established paradigms of research. Recent riots therefore provide us with a challenge and my hope is that we shall all take the question of racial discrimination and oppression more seriously in the future.

Yours truly,
JOHN REX
Director, Research Unit on Ethnic Relations, University of Aston.

Sir, – Peter Clarke ended his *THES* review (June 26) of *Democracy and Sectarianism: a political and social history of Liverpool* with the words: "Liverpool ended up politically rather like Manchester: what this book gives us is a picture of it looking all too much like Belfast." The most unfortunate recent events in Liverpool seem to suggest that indeed Liverpool may be closer to Belfast, with regard to social divisions and deprivation, than Peter Clarke would want to admit. The result too is very similar. What is needed is for the Government to take more note of the real Dr Leonard Cakes (Laurie Taylor *THES*, July 3) in the academic and policy world. They have, for a long time, been making analyses of race relations in the inner city, and the complex relationship between chronic social deprivation (as manifested in high unemployment and poor social services) and the fragmenting of social order, ending, not surprisingly in mass rioting – as evidenced in Toxteth. It is with no pleasure that I offer this comment.

Yours sincerely,
DAVID LOWRY
The Open University.

False doctrine

Sir, – It may be as well to note that a pernicious doctrine has recently been resurrected in the world of higher education, one which many of us had thought dead for a long time. It is that a sensible measurement of the worth of degree courses is the entry qualifications of students following them. The doctrine has apparently been adopted by the UGC and by the DES (in evidence to ACSET), to help justify the proposed direction of cuts in student numbers in *universities* and departments of education respectively.

Yet the doctrine has been known to be false for many a decade. Indeed anyone who has looked seriously at the problem of selection knows quite well that there must be many students who *fail* A level who would, if admitted, obtain respectable degrees. Less than a week before the UGC's bombshell was exploded, I had to point out to one department in this college, worried about its 'tail' of alleged ability, that if entry had been made more selective in 1980 on the basis of A level scores, then to raise the pass rate in a preliminary examination from its rather modest 70 per cent to an equally modest 75 per cent, then of the 21 students, 17 would have been rejected for admission, 13 of whom actually passed.

What is surprising is that people continue to be surprised by these facts. In fact A level was not designed to predict degree performance, so that even if it did it would be hazardous (and bad science) to rely heavily on it for that purpose. It would also suggest that the higher education teaching profession's ability to affect performance by providing a proper learning environment, was minimal, and that salaries were therefore obtained under false pretences. And we wouldn't want that, would we?

Yours faithfully,
EDWIN H. COX
Dean of Admissions, Goldsmith's College, University of London.

South African debate

Sir, – Dr John Wiseman's review of my book, *Capital and Labour in South Africa*, in *The THES* (May 8) has come to my attention.

Discussion and debate is highly necessary among all those seriously concerned with understanding, or supporting, the liberation struggle in South Africa as it enters a period of critically important developments. Comment such as that of Dr Wiseman, however, using quotations out of context to convey the precise opposite of what the book actually argues, cannot go uncorrected.

Dr Wiseman attempts to attribute to me the naive view that "significant change" in South Africa depends on the unity of black and white workers *and that such unity is being brought about by the present situation*

In fact, after dealing with the prevalence of racism among white workers (which Dr Wiseman suggests that I have ignored), the conclusion is upheld (on page 435) that workers' unity can only be "a *result* of the South African workers' advance on the basis of a working-class programme, not . . . a *condition* for such advance". The entire book attempts to convey that the "most crucial contradiction of South African society . . . is that between capital and unfree (ie black migrant) labour . . . The resolution of this conflict will create the conditions for the resolution of all other conflicts" (page 446).

Secondly, Dr Wiseman described as an "attack" on the African National Congress my criticism of the notion of a "national" (in fact, "national democratic") revolution *which does not abolish the capitalist system*, and the manifest limitations of guerilla actions against the South African state.

As a supporter of the ANC, I am taken aback by the implicit suggestion that democratic debate is impermissable as to the means of establishing democracy in South Africa. Far from opposing either the national or the democratic content of the South African revolution, the book supports the conclusion that, objectively, "the implementation of a democratic programme in South Africa must involve the destruction of the existing social and economic relationships . . . The capitalist system must be replaced by a system that will make possible the implementation of this programme" (page 202).

Finally, it is astonishing that an approach centred throughout on the mass movement of the black working class, positively supporting that movement in all its manifestations and criticizing guerillaist or middle class leaderships precisely for their *isolation* from the mass movement, can be described as "narrow" and "sectarian"; or that an analysis pointing out the mortal crisis of the South African system and the power of the black working class to provide an alternative can lead to "hopeless pessimism" on the part of those who "genuinely" want to see "fundamental change" in South Africa, as Dr Wiseman alleges.

The mass ANC that will be built inside South Africa in the period ahead will provide the clearest refutation of Dr Wiseman's implicit suggestions and assumptions.

Yours faithfully,
D. DU TOIT
53 Duriston Road, London.

Role of the IUPC

Sir, – I am sad that my article (*THES* July 3) about the new Inter-University and Polytechnic Council for Higher Education Overseas (IUPC) should have aroused sure ire in three of my respected former IUC colleagues (letters July 10). But I am glad to know that they are confident that the universities and polytechnics comprising the IUPC can safely leave to them, as the key members of the British Council's internal advisory committee CICHE, the safeguarding of the flow of official aid-supported assistance from British universities and polytechnics to their key counterparts in the developing world; and that there is thus no need for IUPC to develop a modest infrastructure of its own to help in keeping up the pressure.

My three friends have sadly misread my article (from which, admittedly, a vital 'not' was omitted and several sentences had to be excised for space reasons). I did not, nor do I now, cast doubt on the integrity of those who agreed the terms of the recent merger between the IUC and the British Council. But I do wish that more of the 'essential pre-conditions' laid down in the Swann report of 1977, which clearly foresaw the prospect of some form of forced institutional union, had been insisted upon.

Not did I suggest that the British Council as a whole was "a creature of ODA"; only that it was so in the fairly narrow but important area with which my article was solely concerned. And as for the £19m which ODA contributes to the 'core budget' of the British Council, my colleagues will find, should they or the IUPC inquire closely, that virtually none of this is spent on operational activities which can be properly classified as inter-institutional aid or cooperation. In this, one cannot include the cost of British Council staff and offices in the developing world, which (as the South Pacific and other areas have shown) are not essential to inter-institutional cooperation in higher education and research; nor its English language activities, valuable though these may be. Its technical cooperation training activities and most others in this particular field are reimbursable agency services where control rests firmly in ODA or other outside body. Could not my three critics from the world of scholarship have checked, before they wrote, how much of that £19m was spent in say 1980-81 or 1979-80 on the loan or secondment of staff from British universities and on the actual services which, above all others, the key institutions in the English speaking third world want from Britain today?

Yours faithfully,
RICHARD GRIFFITHS,
2 St Albans Villas, London.

Waiting for Chilver

Sir, – Your helpful remarks in the leader of June 19, concerning the inordinate delay in the conclusion of the work of the Chilver Review Group, are given greater force by the news that the report, due for completion this month, will not now be finished until December 1981. By then yet another year group of UCCA entrants will have completed their applications while conscious of rumours about the future of this university.

The latest rumour is that a newspaper claims to have in its possession a "leaked" draft chapter of the Review Group's report. For a whole chapter reputedly to have been made public casts a stigma on all those associated with the work of the Review Group and its activities. There is clearly an obligation on the Review Group to identify the source of the leak and to take appropriate action. The confidence of all involved with higher and advanced further education in Northern Ireland in the validity of the whole Chilver exercise has been further undermined by this latest episode; through its prolonged existence the Review Body is indirectly influencing the future of the institutions which it was set up to consider, and in so doing is preempting the decision-making role of government. It is high time, as your leader suggests, that this university in particular should receive the clear vote of confidence which it deserves.

When the definitive report does finally appear, those concerned for the future tertiary education in this province will, according to the Secretary of State for Northern Ireland, have ample opportunity for informed comment upon the recommendations of the Review Group and the quality of its arguments.

Yours faithfully,
KEITH THOMAS
Chairman, Association of University Teachers,
The New University of Ulster.

Sandwich courses

Sir, – You carried a report of a conference at the City of London Polytechnic on sandwich courses in business studies (*THES* July 17). Unfortunately your coverage of my contribution on the sandwich placement and employment was erroneous and misleading. Since this is a very sensitive issue I would like to straighten the record.

I did *not* say that most of the business studies graduates who were not in permanent employment at the end of the year in which they graduated went into research or higher education. I *did* say that compared with graduates of other disciplines a relatively small proportion go directly on to further training, postgraduate study or research.

I did *not* say that about 50 per cent of non-business studies graduates of universities and polytechnics were still out of work at the end of the year in which they graduated. I *did* say that about 50 per cent of those whose destinations were known were not in employment that they regarded as permanent at the end of the year in which they graduated. I went to some lengths to stress that this did not mean that the remainder were unemployed. In fact over the three-year period 1976-78 the overwhelming majority of this remainder were engaged in research or academic study, full-time training (including teacher training) or short term/temporary employment with only 6.4 per cent believed to be unemployed.

Yours faithfully,
T. R. BOURNER
Department of Business Studies,
Brighton Polytechnic.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Union view

We cannot afford the APT

At the time of writing it was not clear whether the Secretary of State would decide to grant a seat on the Burnham Further Education Committee to the Association of Polytechnic Teachers. If he does confirm his present view it will be contrary to the overwhelming advice of all associations, including the employers' associations, who are involved in collective bargaining to determine the pay of teachers in further and higher education in the public sector. It will be seen as a totally political decision, not primarily in favour of the APT, but a political decision to weaken trade union negotiating power by disrupting orderly and effective collective bargaining machinery.

Clearly there will be many who see this point of view as deriving solely from the self interest perspective of the major association which represents staff in further and higher education. Our concern, however, is much more broadly based. The present composition of the teachers side of Burnham primarily reflects either numerical strength or representation on the basis of special interest. Natfhe for example has 12 of the existing 16 seats on the basis of its predominant organizational influence throughout the whole of the sector.

The association has in membership some 73,000 lecturers which represent about 80 per cent of all academic staff. Conversely bodies

natfhe

such as the Association of Principals of Colleges have a small membership but clearly represent special interests. The APT falls into neither category. It is an organization which recruits exclusively in the polytechnics and many therefore mistakenly believe that it represents a special interest. The APT likes to create the impression that there exists a polytechnic sector just as there is a university sector. Polytechnics however do not constitute a separate sector.

The fact that the APT wishes this were not so, should not blind us, and nor should it have blinded the Secretary of State, from the true facts of the case. The facts are that there are no distinguishing features of polytechnics, in terms of those matters ie salaries and salary structures which fail to be determined under the Remuneration of Teachers Act and therefore within the Burnham Further Education Committee.

The APT, modelling itself on the universities, takes into membership senior administrative staff within the polytechnics. Clearly there are many such staff who feel an identity of interest with their academic colleagues. But senior administrative staff in the university sector have their salaries and conditions determined under the same bargaining machinery as academic staff.

Public sector higher education is suffering the effects of the devastating cutbacks which this Government has made. We know from Government announcements that the size of the 1982/83 APE pool, will be severely reduced and institutions will be facing further threats of redundancy. The profession as a whole needs to be united in opposing these kinds of cutbacks. It does not need sectional interest groups such as the APT. We cannot afford them; the polytechnics cannot afford them; the staff in further and higher education cannot afford them. In particular we cannot afford the diversion of energy which it will take to ensure that their particular recipes for the future of higher education, which can only lead to disaster, do not prevail.

Jean Bocock

The author is assistant secretary for higher education of the National Association of Teachers in Further and Higher Education.